REPORT

ON

EDUCATION

IN

THE HYDERABAD ASSIGNED DISTRICTS,

PRESENTED TO

THE EDUCATION COMMISSION.

BY

W. LEE-WARNER, ESQUIRE, C.S.,
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FROM

W. LEE-WARNER, ESQ., C.S.,

Member of the Education Commission,

To

THE HON. W. W. HUNTER, LL.D., C.I.E.,

President of the Education Commission.

SIR,

I have the honour to submit to you, for presentation to the Education Commission, a report prepared by the Director of Public Instruction in the Hyderabad Assigned Districts on the condition of education in that province. I had entertained a hope that Mr. Howell, Officiating Commissioner of the Hyderabad Assigned Districts, would have relieved me of the responsibility of criticising a report upon a province with the circumstances of which he is so familiar. But, although he was unable to undertake that task, I am indebted to him for the advice which he has given to Mr. Dandekar in compiling and correcting the proof of his report. At Mr. Howell's suggestion I have entirely refrained from any interference with the preparation of the report, which represents intact the views and recommendations of a Native gentleman of the highest position in the Education Department, in which he has gained a large experience, not merely in the Bombay Presidency, but also in Berar. His views will, I am sure, command and deserve the careful attention of the Commission. But, charged as I have been by my colleagues with the responsibility of submitting this report, I have thought it my duty to allow no personal feeling of diffidence to interfere with a free expression of my own opinion on the various points which the report suggests. I must naturally feel a reluctance to comment on principles which have the sanction of high authority, and are after all debateable questions on which officers of equal experience agree to differ. With these observations, however, I propose to submit for the consideration of the Commission a few remarks on the extension of secondary education, the administration of primary education in Berar, and the state of female education, which appear to be the chief points on which comments are called for. I would add that the Director's report did not reach me till the beginning of November, when it was too late to suggest alterations in it. I have, however, enjoyed the advantage of a conference with Mr. Dandekar in Bombay, and a brief visit to Hyderabad, in accordance with the arrangements proposed by the Commission and sanctioned by the Government of India.

2. The questions which the enclosed report raises for consideration by the Commission are neither numerous nor special. Comparisons are very often misleading; but between the North-East Division of inspection in Bombay and the Assigned Districts, whose western frontier marches with the Bombay Presidency, there is such a similarity of geographical and ethnical features as to render a comparison between the educational progress of the two provinces a fair test of the relative efficiency of the two systems. Berar, with its area of 17,711 miles and population of 2,672,673, contains 37,338 Aborigines, 7 per cent. Muhammadans, and 92 per cent. Hindus. The North-Eastern Division of the Bombay Educational Divisions, in an area of 22,943 square miles, comprises Khandeish, Nasik, and Ahmednagar, with a population of 2,769,665, of whom 80 per cent. are Hindus, 5·3 per cent. Muhammadans, and a large aboriginal population, which in Khandeish is 14 per cent., in Nasik 6·6 per cent., and in Ahmednagar barely 1 per cent. of the entire population of the district. The Division is, with the exception of Sind, the most backward of all the Divisions of Bombay, which is accounted for partly by its large aboriginal population, and partly by its liability to the ravages of famine and locusts. The chief language, both of the North-East Division and of Berar is Marathi; primary education in both provinces is supported by a local cess; in point of railway communication and form of administration there is little difference to note; and generally, as

fields for education, the similarity between Berar and the Bombay Division is strongly marked.

3. On March 31st, 1882, there were in Berar two high schools, five middle-class schools, of which two were divisions of the high schools, 22 so-called primary boys' schools which taught English, and 439 vernacular boys' schools, besides one training school for masters, all of which were Government institutions. There were also eight Government schools for girls, attended by 269 girls. The total school attendance on the rolls on March 31st was 28,956, in 477 institutions maintained by Government. There were besides 212 aided institutions, all of which were primary schools teaching 4,263 children, and 207 indigenous unaided schools teaching 2,672. Altogether 896 institutions contained on their rolls, at the end of 1881-82, 35,891 scholars, which would give one school to every 19 square miles, and show that 11per cent. of the school-going male population were at school. It will be observed from these figures that the entire strength of private enterprise, and the main strength of Government, is devoted to primary education, and the remarks which follow will, therefore, be chiefly confined to that branch of education.

4. Berar is, on the whole, a prosperous and wealthy province. Its well-appointed administration affords a considerable opening for educated talent, and its commercial and industrial enterprise demands a supply of instructed men. The poverty of its higher educational institutions must tend in some measure to encourage the importation of educated talent, and thus to deprive the people of the province of their proper share in its public administration and its private business. The two high schools of Akola and Amraoti contained only 61 boys on March 31st last, who cost the State more than Rs. 237 apiece. The total cost of a high school pupil in the Presidency of Bombay is Rs. 59, and the average number in a Deccan high school outside Poona is 91 boys. The retention of the two high schools in Berar appears, therefore, to be a needless extravagance, and until the demand for higher education has increased, it appears to me that one high school at Amraoti, maintained in the highest state of efficiency and linked to the middle-class schools by scholarships, would effect economy without injuring the progress of higher education. As regards middle-class schools, it appears that the existing five institutions educate only 242 boys at a cost of Rs. 58 a head. In Bombay the cost per head is Rs. 20-8 in Government schools, and rather higher in aided and unaided institutions, while in the Deccan districts outside Poona the average attendance in middle-class schools exceeded 51. Private enterprise bears no part of the weight of middle-class education in Berar, and until the Government schools have filled the administration and private offices with indigenous talent, it cannot be expected that a supply of educated natives of Berar will undertake the risk of opening Anglo-vernacular schools. While, then, the local Administration can effect a saving by uniting the two high schools into one institution, it would seem desirable that secondary education should be developed by opening good middle-class schools of the 1st grade in the larger towns. There are ten towns in Berar in each of which the population exceeds 10,000, and two more in which that limit is nearly approached. It may be argued with reason that a great foundation of primary schools without the superstructure of higher education is no less a defect in a system of education than the opposite extreme of an undue attention to higher education. Without higher institutions how can education be diffused through all classes of the community; how can the higher ranks of public and private business be recruited from the province; and how can Western thought and knowledge be gradually assimilated through the medium of the vernacular by the people of Berar? I venture, therefore, to think that early steps are required for increasing the number of first-grade Anglo-vernacular institutions, and for connecting them with the high school of Amraoti by a system of scholarships. This measure is advocated, not merely in the interests of higher education, but more particularly in the interests of primary education, which must be benefited by being linked with higher grades of education, and by the more extended career which the middle-class school can open to pupils from the primary schools. It cannot be called unreasonable that each of the 12 towns which contains more than 9,500 inhabitants should possess a first-grade Anglo-vernacular school; whereas at present there are only four such schools to supply their wants. Of the existing five Anglo-vernacular

schools, one is at Malkapur, in the Buldana district, where the population is only 8,152.

5. With these few remarks on higher education, I proceed to consider the position of primary education in Berar. The Director's report (General Form 3) shows that, excluding its share of direction and inspection, as well as the cost of the training school, primary education absorbs Rs. 2,09,296, or 59·31 per cent. of a total expenditure of Rs. 3,52,894. Mr. Howell observes that in this respect Berar affords a model to the rest of India. In Bombay nearly 13 lakhs out of Rs. 29,46,746, or 44 per cent., are spent on the maintenance of primary schools. But in Bombay the division of expenditure is not calculated on the same principle as in Berar. The Government of India Resolution No. $\frac{1}{2-16}$, dated January 6th, 1879, was in point of fact unsuitable to the circumstances of Western India, and the attempt to adapt its ruling to the Central Provinces, Berar, and Bombay has simply led to confusion and to the adoption of different systems of calculation which vitiate any comparison. In Berar those primary schools whose highest standards reach the course of a middle-class school are treated as primary schools; whereas in Bombay the middle-class section is divided from the primary section, and the expenditure on, with the attendance in, the former finds its place under middle-class school expenditure and results. Mr. Dandekar informs me that the total expenditure on the 439 vernacular boys' schools amounts to Rs. 1,40,800; but he is unable at present to separate the expenditure in the Anglo-vernacular schools. He estimates, however, that, comparing similars with similars, the expenditure on primary education in Berar would be 45 per cent., as against 44 per cent. in Bombay. Similarly, the cost of each pupil to Government in Berar would be about Rs. 6-2, against Rs. 4-6 in Bombay. I believe that the Bombay system of calculation is a correct interpretation of the orders of the Government of India, and was approved by them. It is necessary, therefore, in placing before the Commission the accompanying report, to explain that the statistical tables which deal with primary schools include, not merely the attendance in the primary classes of Anglo-vernacular schools, but the whole attendance and the cost of education in those schools which combine vernacular education in the primary course with English education in the lower grades of the middle-school course. It would be impossible at this late date to extricate the figures, but in the remarks which follow the principle adopted in Berar must be borne in mind.

6. The salient features in the system of primary instruction in this province may now be stated. The Government schools, numbering 461, on the calculation adopted by Mr. Dandekar, contain 28,305 boys. They are fairly distributed throughout the six districts of the province. Akola has 109, Amraoti 96, Buldana 78, Ellichpur 73, Basim 57, Wun 48. They are to a great extent maintained from the proceeds of a local cess imposed on the land, which rests on the sanction of the Secretary of State, but not, as in the case of Bombay, on the sanction of law. The cess was originally an education cess, but is now part of a local cess, connected with village police. Education, however, did not lose by the change, and it receives now a larger share than formerly. On every rupee of revenue paid by each field, one anna three pies, or five pice, are levied. Of this revenue, one-fifth, or three pies in the rupee, forms the school cess. The cess income for education in 1881-82 amounted to Rs. 1,01,081, and each district was credited with its own share. The administration of this fund is, however, peculiar, and demands attention. A hard-and-fast rule is laid down that primary education in Government schools is not to receive more than Rs. 1,30,000 in the year. It is also assumed that Rs. 53,660 of the cess income are available for this purpose, to which the Local Government add from general revenues the balance to make up Rs. 1,30,000. The rest of the cess income is set aside for school buildings. If the cess income increases, so as to be able to contribute more than Rs. 53,660, then the provincial assignment proportionately decreases. On this arrangement Mr. Howell has observed as follows: "I quite agree in the importance attached to the principles of self-help and check on provincial outlay; but I do not think it encourages self-help to say that the more the people do for themselves the less the Government will do for them; nor do I think that the sum of Rs. 1,30,000 bears any adequate ratio either to the number of vernacular schools which the province requires, or to the total aggregate revenues of the province from

which the Government share of Rs. 1,30,000 is drawn." The available income being fixed at Rs. 1,30,000, the principle of administration appears to be as follows. The Deputy Commissioner of each district prepares the budget, and sends it to the Director, who usually acquiesces in it. Although the cess income may be said to form the local resources, to which the provincial grant is a sort of lump grant-in-aid, yet the cess-payers, or other non-official representatives of local public opinion, have no voice either in the preparation of the budget or in settling the position and character of the schools. The schools themselves are called Government schools, and not cess schools ; and, speaking generally, there is nothing either in finance or administration to connect the cess-payers with the schools on which their contributions are spent.

7. I am unable to give the Commission any information on a point of considerable importance, which, if the cess-payers were identified with the administration of the cess-money, would undoubtedly be forthcoming. The cess income is an agricultural rate levied on the cultivated land, whether paying rent to Government or to alienees. Inamdars pay the cess at a slightly enhanced rate, but jagirdars, or izardars, or other holders of entire villages, do not apparently pay it. The large towns, in all probability, do not contribute much towards it. There are five municipalities in Berar with an annual income of Rs. 75,040. Altogether they give Rs. 714 to primary boys' schools and Rs. 648 to girls' schools. Amraoti is the most liberal, and contributes 10·9 per cent. of the total cost of the primary education in the town, but the average contribution of all five municipalities to this object is 6·9 per cent., leaving 93·1 per cent. of the cost of primary education both in towns and villages to be borne by the cess fund. Fuller statistics would probably establish the fact, which these incomplete figures suggest, that the agricultural cess fund, with its provincial grant-in-aid, is, to some extent, diverted from the villages to the larger towns. It would be interesting to ascertain if such is the case, since if it were so, an additional argument would be found for identifying rural boards with the expenditure and administration of rural cess funds. At present I merely refer to what I believe is an anomaly, and almost an injustice, to the cess-payer, without going further than to offer a suggestion that the subject deserves full consideration.

8. While the primary education budget is prepared by the Deputy Commissioner, the administration of the fee receipts is left to local, or rather to village, school committees. Last year the fee receipts in the 461 Government primary schools realised Rs. 26,144-8-6. The total expenditure on these schools was Rs. 1,90,430, and therefore the fee receipts formed an additional income equal to 13·7 per cent. of the whole expenditure. It appears, however, that the actual sum contributed from fees towards the support of primary schools was Rs. 13,720, and, therefore, not much more than a moiety of the fee receipts was expended. The fee receipts are entrusted to small school committees, which spend them without any budget arrangements, at their discretion, on prizes, and on necessary school apparatus. The advantage of this system appears to be that it encourages local interest in the school, thus making it clear to the people that, although Government consider it proper to appreciate education by charging fees for it, they have no desire to make a revenue out of it. It seems to me that the disadvantages outweigh this advantage, and involve a want of control over the funds, and a risk of wasteful expenditure. The rich school, already supplied with necessary apparatus, is enriched with fees which the committee cannot properly spend. The poorer school is inefficient for want of apparatus, which its fees cannot purchase. Above all, the cess-payers who are waiting for funds to open a school in their own village must view with jealousy the extravagance of expenditure in villages which are already maintaining schools at the general expense of the cess-paying community, and are also spending 13 per cent. of that expenditure at their own discretion.

9. Reviewing the facts which I have stated, and writing with all the diffidence which my short experience of Berar imposes, I venture to think that a great extension of elementary education may be obtained by directly identifying the cess-payers with the expenditure of the cess fund. In the North-Eastern Division of Bombay there are 43,791 children in 791 cess schools. Why should

Berar, which is a richer province, be content with 28,305 pupils in 461 schools? The time has arrived when municipal and local boards are being trained in all parts of India to take part in the administration of their own affairs. Education seems to be a department which would derive the greatest benefit from local knowledge and popular co-operation, provided Government reserved a general power of direction. If such a policy were decided on, the first step would be to separate the urban fund for education from the rural fund. The former should be credited with its share of cess receipts, any municipal and local contributions, and the fee receipts. To these should be added the provincial assignment, bearing a proper proportion to local resources, and rising as they increased. It might be fixed at a minimum of one-third of the local income and a maximum of one-half. The municipal committee should have absolute control over this fund, spending it on schools or on buildings as it pleased. The committee should, however, be bound to build school-houses through the agency of the Public Works Department on approved plans; to teach the pupils according to standards laid down by the Department; and to accept the rules prescribed for examination and inspection. It should fix the rate of fees and be allowed to regulate the number of free admissions. The masters employed should hold certificates from the training school, or, in exceptional cases, from the Director. The rural fund should similarly be credited with the proceeds of the district cess collected outside the towns with the fees and local contributions, and with the provincial assignment. The powers of rural committees entrusted with the administration of the fund should be similar to those of the town committees. I think a district committee would be sufficient without subdividing the area into jurisdictions of taluka committees. It is, however, unnecessary to fill in details; but the advantages which I claim for the scheme proposed would be the association of the people with their own cess school. What has the history of national education in England been, except the record of the proceedings of local committees directing the primary education of the population both in towns and in villages? I confess that I feel little sympathy with Mr. Howell's complaint that "private enterprise has been handicapped, hampered, and crushed by Government competition," if I understand him correctly to imply that the cess schools should make way for indigenous schools. Mr. Howell, speaking of primary school-houses, states that he does not agree in the anxiety of some people to have simple and cheap buildings. "I think," he writes, "as a rule, the village school-house should be the best building in the village, a really suitable and permanent structure, furnished in a suitable and attractive way with modern school appliances. Such a building so furnished is in itself an education both for the villagers and their children, and should last out successive generations of school-children. If we left no other monument sown broadcast over India, I think we might be proud of our work." I agree with Mr. Howell, but go much further than the outside of the school-house. I think the school, as well as its building, should be the best possible. But it should be the *village school*, and not the Government school. It should neither be the private speculation of an itinerant, ill-educated, indigenous schoolmaster, nor the State-managed and State-appointed institution for instruction. It should be the district village school or cess school, founded on the contributions of the people, but aided by Government; established and managed by a district committee, but inspected by Government. Under such a system Bombay has doubled its school attendance in a few years, at a comparatively small addition of cost to the cess fund and to Government. It has vastly increased the efficiency of the schools, so that 62,233 scholars passed in the various standards in 1881-82; and it has managed them so economically that the cost of a pupil in a cess school is Rs. 4-5-10 per annum, although nearly 20 per cent. of the boys are free students, while the cost in an unaided indigenous school, which barely teaches the 2nd standard, is Rs. 4-5-6. Similar results may easily, if the Department will steadily persevere in its course, be obtained in Berar; and I submit that it is a far sounder policy to diffuse and elevate the standard of primary education, identifying the progress of local bodies with the progress of the schools, than to surrender our task as hopeless, and to fall back upon inefficient and ephemeral indigenous schools. Such schools can only improve under the stimulus of competition with better rivals, and if that stimulus is removed, they will relapse into the same condition in which we found them in 1854.

Hyderabad. 2

10. I do not wish to be understood as excluding indigenous or any other class of private schools from a recognised position in a State system of education. But they should be raised gradually, yet certainly, to our conception of education, and should not be permitted to arrest the development of cess-schools and to bring down the tone and aim of the cess school to their low level. Mr. Dandekar's report is valuable as being the opinion of an educated Native gentleman on the comparative advantages of the cess school and the indigenous school. I extract from his report and some supplementary papers he has sent me the following observations on the indigenous schools of Berar: "People constantly apply for cess schools managed by Government. Numerous applications are now lying before me for want of permission to make full use of the cess-money. It is because the people cannot get Government schools that they put up with indigenous schools." "Indigenous schools are entirely wanting in system, organisation, and discipline." "The masters migrate from place to place. It is this changeableness that makes the people desire something more permanent and useful." "The instruction given in them is poor, and whilst the cess school costs the parent less, it gives a better and more practical instruction to his children." I called for, and have before me, the inspection returns of several of the indigenous schools in Berar, and the remarks supplied from every district confirm the low opinion of the character of their instruction which the Director notices. Mr. Dandekar further remarks: "The master charges fees varying from one anna to a rupee according to the means of the parents." "No reliance can be placed on the statistics regarding indigenous schools." "The Akola Deputy Inspector states that the tahsildars returned 22 schools which his masters could not find, and the masters reported 40 schools which the tahsildars could not find." He explains that schools which once existed were put down as still existing, and some entered which had never existed. Those who advocate the early retirement of Government from primary education in favour of indigenous schools must view the measure both from the cess-payer's point of view, and also as a matter of general policy. The cess-payer contributes a cess fund and gets a cheaper and better education in a cess school than in an indigenous school. Those cess-payers who now enjoy a cess school would certainly oppose a change which would involve to them increased cost of education, diminished efficiency of instruction, and a constant risk that the school will be closed just as their children are making fair proficiency in their studies.

In the case of those who already contribute to the cess without getting any return for their money in the shape of a cess school, the question is more complicated, and depends on the saving which would be effected in closing the cess schools and in distributing their cost over a wider field of indigenous agency. Under the present scale of payment in Berar, a good Bombay cess school would earn in its present efficiency more than it costs Government to maintain. Yet the grants-in-aid offered in Berar have hitherto failed to attract or improve indigenous schools. If the rates were lowered, they would prove still less attractive. The question is, however, discussed in the Bombay report, and is too large for reconsideration here. Viewed again from the standpoint of the general policy of Government, it seems to me that there is only danger in halting between two opinions. Two courses were open to the State. One was to subsidise indigenous schools and gradually raise their level. Such a policy would take not one, but several generations in India, where, in the absence of external pressure, society moves slowly, and measures periods of time by thousands of years. It has been attempted in Bengal with results numerically satisfactory if the returns supplied by the collecting agents are to be trusted, but deplorably unsatisfactory if the results of examination and the elevation of standards and tone are considered. The other course was adopted in Bombay. Schools were opened and managed by the Department, and the standards were fixed and subsequently raised as the requirements of the cultivators came abreast of them. Indigenous schools have been compelled in their own self-interest to keep pace with their rivals, and to adopt, as fast as they can, the method of the cess schools. But a policy of this sort requires at least one generation for its success. The education, which Government have fixed as high as the state of society would permit, would sink back unless society were progressive, or, at least, prepared by itself to maintain the level. Meanwhile, year by year, thousands are passing through the ranks of our schools; and

when this process has continued uninterruptedly for a generation, and society has been taught to take an interest in managing these institutions, then Government may safely retire, not in favour of indigenous schools, but in favour of local bodies, which will conduct their own board schools by themselves. But until this end has been reached, fluctuations of policy between one system and another can only retard progress.

11. Under such a scheme the indigenous schools need not be neglected. At present in Berar they receive considerable attention. Out of 404 such schools for boys, 197 were aided. None of these schools were, however, under trained masters. Besides the 197 aided, 7 more received aid in the year, but did not survive till March 31. The grants consisted of proficiency grants by results, capitation grants, and prizes, aggregating Rs. 2,350, which, according to the returns of the masters, was about 14 per cent. of the cost of the schools. The rules for indigenous schools will be found in the Appendix to the Director's report. The fourth condition of Rule 1, requiring that registers of attendance and admittance be kept, is only enforced where a capitation grant is claimed. It would be better if the condition were revised. The first condition also appears needless. The standards will be found under the general head of Standards in the Appendix, and cannot be characterised as severe. The rules, however, might be simplified with advantage, and every endeavour should be made to interfere as little as possible with indigenous schools. It seems to me a dangerous argument that efficient schools should be swept away because their efficiency overshadows and drives out of the market less efficient institutions. But the less efficient schools have a right to demand a fair field and no favour. I object to the condition of aid "provided that there is an apparent necessity for the establishment of an indigenous school in the locality." The laws of supply and demand do not require the interference of a Deputy Inspector, nor is his interpretation of necessity. On the same principle I object to any enquiry, whether a school is worked at a profit or not, or whether it is under permanent management. It is sufficient for the State to learn that a school has produced a certain effect, and that its pupils can show certain results in the examination; for such results, if produced by any school master, the State is bound to pay. It is not bound to be content with inferior results and pay for them, still less to degrade its own schools to a dull level of incompetency to suit the trade of a lazy and inefficient indigenous schoolmaster. But it should fix its standard of examination, and pay accordingly, without favour and without constant changes of policy. I would indeed advocate that these claims, which are the legitimate right of private enterprise, be secured by legislation. At the same time, I would suggest that the powers, which I have proposed should be conferred on local boards, be secured to them by the same strong hand of the law. If the managers of cess schools and the managers of private schools are thus assured in their respective rights and duties, I have no fear, to use Mr. Howell's words, that either will be "cramped or crushed out" in an honourable contest to secure public confidence and favour.

12. There is one matter which, I am inclined to think, is not of secondary importance, and in which the administration of Berar renders less assistance to the encouragement of education than it might. In Bombay the public examination for certificates for the public service has proved a valuable lever in elevating the tone of education. The test is not merely accepted by Government, but is recognised generally in commercial business as a qualifying test. Until lately, however, admission into the public service in Berar was severed from the system of education. Book Circular No. IX of 6th February 1882 has effected considerable improvement in this respect; but it is difficult to understand why persons wishing to appear at the examination should first be required to obtain a certificate stating that certain officers desire to employ them. It seems to me also fatal to the full advantage which the rules might secure, that the head of all departments should be empowered to authorise exceptions at discretion. Education is dignified by being made a door to the public service, and it seems to me that the more that press in at that door, the better for the schools, the better for the State, and the better for all other employers of labour.

13. To sum up then. I venture to think that if the public service examination were thrown open to all comers, if the extension of cess schools were

carried to the full limit which funds would permit, and their management, both in finance and administration, entrusted to local boards, then Berar would take the position in primary education which the general prosperity and docility of its people encourage one to anticipate. The social condition of the Assigned Districts differs in no special degree from that of the Bombay districts which adjoin it. The cause which has been assigned for its backward state—namely, that "the present predominance of Government institutions lies at the root of the mischief"—is a condition of affairs which exists throughout the Bombay Presidency, and is there found compatible with the fact that 354,276 scholars were, in 1881-82, attending institutions recognised by the Department, while 78,755 boys were learning in indigenous schools which received no aid from Government.

14. The fees charged in the Berar primary schools, especially to cess-payers, are higher than in Bombay. No exemptions are apparently allowed, except in the case of girls, low-caste and aboriginal races. I think the fees for the children of cess-payers might be reduced, and a liberal allowance, even 20 per cent., of free students granted. But the local boards should be allowed to regulate the fees and the free admissions at their own discretion.

15. The backwardness of female education is a conspicuous fact. Under the direction of a Native gentleman it is a subject for regret. I readily admit that, in developing female education, a wise passivity rather than wise action must be exercised. The progress of female education is mixed up with a social change in which Government can only remove every obstacle to the natural development of events, and trust to the forces of social reform and to the gradual recognition of the rights and claims of women. But whereas in 1871 there were 27 girls' schools attended by 671 girls, there were in 1882 only 8 Government schools attended by 269. From my general knowledge I can remember that in 1871 the state of female education was very low, and the school attendance gave an exaggerated idea of the actual progress made. Still, the reduction of nearly 60 per cent. in the attendance at girls' schools is more than a correction of abuse. It is a remarkable decline. On the other hand, it is a favourable sign that there are now four privately managed schools with 99 girls. It is along this line that future progress must be expected. I do not think that girls' schools should be transferred with boys' primary schools to local boards. They should, however, be managed by any special local committees which will really take an earnest and sympathetic interest in the cause. At present there are only 368 girls in girls' schools, and 53 attending boys' schools, making 421 girls at school. In the North-Eastern Division of Bombay, which is the most backward of all the divisions, including Sind, in this respect, there are 2,125 girls in primary schools, in addition to some hundreds attending boys' schools. There is no reason why Berar should fall behind the neighbouring Bombay districts in the matter of female education. There is, however, not a single female teacher in the Berar Government schools. This would appear to be the first step necessary to secure improvement, and for the rest most liberal assistance, hampered by as few conditions as possible, should be given to private schools, every endeavour being made to secure the co-operation of Native society in undertaking the management of the Government schools. In Murtazapur the members of the school committee already pay half the expenses of the Marathi and Urdu girls' schools. Why should not Government bear a larger share of the expense and transfer the entire management of the schools to a special committee, promising to increase their grant as the school increases, and supplying a female teacher? Amraoti, with its population of 23,550, might surely fill a school, and supply a good managing committee, if due regard were paid to the parents' susceptibilities in the matter of male inspection and interference. One class of the community in the City of Bombay at present manages without any aid from Government female schools which are attended by nearly 3,000 girls, and the first impulse to this successful movement was given by Professor Patton, whose name is still revered by the people. The circumstance is mentioned as illustrating the permanent success which real efforts merely initiated by a British officer may secure. In Berar, at Deulgaon Raja, Akola, Amraoti, and Ellichpur, the female schools are fairly successful, and offer an opening for earnest labour. It is, perhaps, a matter for regret that the "Manual of the Educational Department in Berar"

should give such prominence to the chilling Resolution of the Government of India, No. 259, dated April 30th, 1868, written nearly 15 years ago. Much progress has been made since that Resolution was penned, and many subsequent declarations of the policy of Government have given a fresh direction to the cause of female education. It is a matter in which the present Government of India take special interest, and it is certain that more progress would be obtained by dwelling on the advantages of female education now generally admitted by Native society than by insisting on the initiative being taken by Native gentlemen before Government will consent to pioneer the cause.

16. In conclusion, I would beg to repeat my regret that Mr. Howell was unable to present this report; but his presence on the Commission will afford a valuable guarantee that the remarks which I have ventured to offer on the condition of education in Berar do not mislead the Commission. I have thought it best to express my opinion with freedom. But I am conscious of many difficulties arising from the late date on which I received the report and from the lapse of the eleven years which have separated my connection with Berar. I am also sensible of the fact that many questions on which I have presumed to touch are debateable points in which a Bombay experience may be a false guide, and in which the opinions of better informed men than myself may lead them to form a different conclusion.

I have the honour to be,

Sir,

Your most obedient Servant,

W. LEE-WARNER,

Member of the Education Commission.

HYDERABAD,

November 15th, 1882.

P.S.—The first paragraph of my letter has explained my difficulties, and the impossibility of consulting Mr. Howell. He has, however, favoured me with some criticisms which show that we agree more nearly than I supposed, and that my inferences regarding the views which he entertains are occasionally incorrect. For instance, in the observations made by Mr. Howell and quoted in my fifth paragraph, I understand that he did not refer to "total expenditure," but to expenditure from the provincial grant. Again, in the passage regarding private enterprise which I have quoted in paragraph 9, I am informed that he referred solely to schools of secondary education, as to which he advocated the reduction of State agency in favour of aided agency.

CALCUTTA,

22nd December 1882.

MEMORANDUM

ON

EDUCATION IN BERAR FOR THE EDUCATION COMMISSION.

State of education before the formation of the Education Department.

THE province of Berar was brought under the British administration in 1853 and before that year, or for years after it, there was no organised system of education in it. The Nizam's Government did not support any schools, and there were no religious or philanthropic bodies to undertake the work or to foster it. There were a few indigenous schools, both Marathi and Hindustani, but what there number was in 1853 was not then, and cannot now be, ascertained. Under the Muhamumadan Government Persian was more generally studied by the higher classes, Sanskrit was almost unknown, and Marathi was impure. Respectable Brahmans, such as jagirdars and deshpandias, regarded the knowledge of a little Persian as an accomplishment, and even now one sometimes meets with old Hindus quoting Persian verses in the course of conversation, just as the higher classes of the Hindus of the western presidency quote Sanskrit. The study of Marathi was not considered worthy of a thought. and when the province was transferred to the British administration, the authorities were compelled to import from the adjoining parts of the Bombay Presidency, Natives not only for higher but for the smallest posts in the Government service. After the English took possession of the country the study of Persian declined, and in 1862 Government encouraged the study of Marathi by opening a few Marathi and Anglo-Marathi schools and importing masters for them from the Bombay Presidency; but their number was so small, and the progress so slow, that Sir George Yule, in his letter to the Government of India, No. 9, dated the 18th December 1863, remarked :—

"We have had Berar now for about ten years and done almost literally nothing for the education of the people."

This state of things continued till June 1866, when a Director of Public Instruction was appointed and an Educational Department organised at an annual cost of Rs. 56,100. This Government grant to the Department went on increasing till it rose to Rs. 2,51,500 in 1869-70.

2. The number of Government schools and pupils before the formation of the Department was as follows :—

Year.	Number of Schools.			Number of Pupils.
	English.	Marathi.	Total.	
1862-63	2	21	23	1,343
1863-64	2	22	24	1,262
1864-65	2	26	28	1,360
1865-66	5	29	34	1,923

Progress after the formation of the Department

3. The chief object of the Department was the extension of primary and secondary education. It was not considered necessary to establish any college in Berar, as it was not expected that the number of pupils passing the matriculation examination from its schools would be large, and the Bombay colleges were not far for those who passed. The two English schools started at Akola and Amraoti in 1862 were in December 1866 raised to the status of high schools. Most of the schools located at taluk and other large towns were turned into middle-class schools with permission to teach a little English, and all the other schools for boys were called lower-class schools. The number of schools and pupils on the day the first Director of Public Instruction took charge of his

duties, and that at the close of every subsequent official year up to 1870-71 were as follows :—

Description of Schools.	June 1866		March 1867.		March 1868.		March 1869.		March 1870.		March 1871	
	Schools.	Pupils	Schools.	Pupils	Schools.	Pupils.	Schools	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Schools for boys. High	.	.	2	188	2	168	2	197	2	217	2	208
Schools for boys. Middle	5	163	23	2,014	44	3,609	44	3,444	44	3,747	44	3,638
Schools for boys. Primary	30	1,718	122	4,442	163	5,179	266	7,955	267	10,148	270	9,552
Schools for girls, primary	...		...	...	15	371	23	611	25	694	27	671
Schools for training masters.	...	...	...	...	...	...	...	...	1	56	1	64
TOTAL .	35	1,881	147	6,644	224	9,327	335	12,207	339	14,862	344	14,133

High schools.—Although the expression "high school" denoted in 1871 an institution capable of teaching up to the matriculation standard, boys were admitted into it without any regular examination, and the lowest standard to be taught in it was not definitely fixed. So that the 208 pupils shown as studying in the high school in 1871 included boys under the high, middle, and primary courses.

Middle-class schools.—Similarly all the schools in which some boys were taught English were called middle-class schools. The Despatch of 1854 allowed English to be taught where there was a demand for it, but in the case of these schools the demand was anticipated, instead of ascertained. In most of them the English-learning boys were few, but the costly establishments were wholly intended for them.

Under lower-class schools were classed those schools which imparted instruction in the vernacular languages only to *all* the boys.

Female schools.—In accordance with the Resident's instructions contained in his review of the Report for 1866-67, girls' schools were at once started, but the attendance in them was not regular, and the instruction imparted was of the most elementary and desultory kind.

4. Standards of examination for the primary, middle, and high schools were prepared in 1869, but up to the end of 1871-72 the results of examination were not noted according to them. In the annual reports only the number of pupils learning each standard was shown. The matriculation results were of course published, and it appears that from the end of 1866, the year in which the high schools were constituted, to the end of the official year 1870-71, the two schools sent 27 students for the examination in Bombay, and passed 5. It may, however, be stated that all the passed students belonged to the Bombay Presidency, and some had received only the final finish to their education in the Berar schools, and some scarcely any.

5. *Normal school.*—The students in the normal school were natives of Berar or of other provinces, who had resided in Berar for at least two years, and the indigenous schoolmasters were specially invited to join it. The admission test was very easy, and yet it was seldom applied. There were 20 stipendiary scholarships sanctioned for the Marathi and 20 for the Hindustani side of the school. The studies were very unsystematic, and the qualifying test very uncertain. In 1870-71, seven pupils from the Hindustani side and nine from the Marathi side were appointed masters for the first time from the school.

6. *Scholarships.*—Before March 1871 there were only two classes of scholarships founded ; 35 exhibitioners, each of Rs. 5 or 6 per mensem, tenable in the high schools, awarded according to the results of a competitive examination of all the high and middle-class schools; and 10 vernacular scholarships, each of Rs. 10 a month, tenable in the high schools for special proficiency in any of the two vernacular languages. Six of the latter were for Marathi and four for Hindustani students.

7. *Indigenous schools.*—These schools were not shown in the educational returns before 1869. On the 31st March 1869 their number was reported to be 112 with 2,370 pupils. In the Report for 1868-69 the Director of Public Instruction says: "I have inspected a good number at Akot, Basim, Amraoti, &c. I did not find very much to choose between them. . . . . The knowledge taught is certainly very limited, but the little they do teach is tolerably thorough." On 31st March 1871 there were 82 Marathi and 28 Hindustani schools, attended by 1,824 and 484 pupils respectively.

8. A scheme for "rewarding the indigenous masters according to the results of examination" was submitted in 1870-71, but it had not been sanctioned before the close of the official year. On the 31st March 1871 there was only one school aided by a fixed monthly grant, *viz.*, a school for Christian children at Yeotmal, which contained 15 pupils, and in 1870-71 cost Government Rs. 900.

9. An educational cess of one per cent. on the land revenue was levied in 1868 with a view to the extension of primary education. The Secretary of State for India in his Despatch No. 167, dated 28th October 1868, expressed his satisfaction that "the levy of an educational cess in the Berars met with the free consent of the people." The cess came into operation at the close of the year 1867-68, and in 1870-71 the income from it was Rs. 70,333. Cess money was spent on lower-class schools, male and female; and afterwards on scholarships attached to the normal school. All the remaining charges of the Department were defrayed from general revenues, and in 1870-71 they amounted to Rs. 2,37,433-11-7.

10. From the above sketch it will be seen that within five years from the formation of the Department action had been taken on the main points referred to in the Despatch of 1854. Government schools for primary education were increased (from 30 to 270), and a cess on land revenue was imposed to assist funds for their further extension. Measures were recommended to give pecuniary assistance to private schools. The number of middle schools was increased from 5 to 44. Two high schools were constituted to prepare students for the Bombay matriculation examination, and they had commenced to send them. Girls' schools were started rather too hastily. A normal school was established and stipendiary scholarships were founded for its students. Scholarships to connect the middle with the high schools and to give encouragement to the study of the vernacular languages were sanctioned. An expenditure of Rs. 55,800 was incurred on account of school buildings, Rs. 26,000 were spent on school furniture, maps, &c., and on books for school libraries; and two primers, written in the Modi character and especially suited for the Berar schools, were prepared and printed by the Department. The total expenditure of the Department in 1870-71 amounted to Rs. 3,19,183-0-3, and the percentage under each head was as in the following table:—

Heads.	Amount. Rs. A. P.	Percentage.
Direction	22,005 8 8	6·9
Inspection	28,047 11 4	8·8
Higher-class schools	18,816 8 9	5·9
Middle-class schools	68,089 13 11	21·4
Primary schools	1,04,522 13 5	32·8
Female schools	9,411 2 0	2·9
Aided schools	1,800 0 0	·5
Training school	2,089 6 0	·6
Scholarships	6,896 0 0	2·1
Book and prize allowance	4,297 8 8	1·3
Government book depôt	12,576 12 7	3·9
Construction of school-houses	32,988 7 9	10·4
Repairs to school-houses	4,145 15 8	1·3
School furniture	3,495 3 6	1·2
	3,19,183 0 3	

The annual cost of educating each pupil in each class of schools was as follows:—

Higher-class schools.	Middle-class schools.	Lower-class schools.
Rs. A. P.	Rs. A. P.	Rs. A. P.
95 1 0	18 3 0	10 13 0

The high and middle schools were filled with boys under primary education and the cost was calculated upon the whole number, and hence it was so low compared with what it is under the present classification of studies.

Progress after 1870-71.

11. The following statement will show the change in schools and spread of education during the period from 1st April 1871 to 31st March 1881:—

On 31st March.	Government Schools.								Private Schools.						Grand Total.	
	High schools.		Middle schools		Primary schools.		Total.		Private schools aided by fixed grants		Indigenous schools aided and unaided by result grants		Total.			
	Schools	Scholars.	Schools	Scholars.	Schools	Scholars.	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars
1871 .	2	208	44	3,638	270	9,552	316	13,398	1	15	110	2,308	111	2,323	427	15,721
1872 .	2	235	52	4,171	262	8,561	316	12,967	2	76	184	3,396	186	3,472	502	16,439
1873 .	2	110	50	4,367	326	10,650	378	15,127	2	106	134	2,799	136	2,905	514	18,032
1874 .	2	167	47	4,774	360	13,479	409	18,420	3	97	166	3,127	169	3,224	578	21,614
1875 .	2	204	41	5,018	388	16,040	431	21,262	3	133	192	3,422	195	3,555	626	24,817
1876 .	2	219	41	5,120	396	16,088	439	21,427	6	227	236	4,299	242	4,526	681	25,953
1877 .	2	195	35	4,682	402	16,310	439	21,217	6	179	234	4,392	240	4,571	679	25,788
1878 .	2	214	33	4,406	416	17,573	451	22,193	6	185	222	4,340	228	4,525	679	26,718
1879 .	2	35	5	169	441	20,953	448	21,157	5	170	174	3,345	179	3,515	627	24,672
1880 .	2	41	5	169	461	23,833	468	24,046	11	326	221	3,614	232	3,940	700	27,986
1881 .	2	54	5	196	459	25,724	466	25,974	9	237	388	5,555	397	5,792	863	31,766

The number of primary schools managed by Government increased from 270 to 459, and the number of pupils attending them nearly trebled. Private primary schools aided by fixed monthly grants increased from 1 to 9, and the attendance in them increased from 15 to 237. Indigenous schools, some of which were aided by result grants and others merely inspected, were nearly quadrupled, and the attendance in them increased from 2,308 to 5,555. On the whole, primary schools under all managements increased from 381 to 856, and the attendance in them from 11,875 to 31,516.

It may be stated that the primary schools of 1870-71 were not exactly the primary schools of 1880-81. In 1870-71 only those schools which gave instruction in vernacular only were called primary schools. In 1880-81 they included all those schools which imparted instruction below the five standards prescribed by the Government of India in their Resolution No. $\frac{1}{2-16}$, dated 16th January 1879, for secondary education (*viz.*, three years for the middle and two years for the high school course). As the total school course in Berar extends over 11 years as in the case of the Bombay Presidency, schools in which the first six standards are taught are, since 1878-79, called primary instead of middle schools, as before, though they include a course of two years in English.

12. The standards of study for Government schools were revised in 1872, and again in 1876, and the inspecting officers were then instructed to note down and report in the inspection reports the number of pupils passed under each standard. The following statement shows the examination results of Government primary schools for nine years. Those for 1871-72 were not noted, and those of 1872-73, 1873-74, and 1874-75 are mere approximations:—

Year.	I.	II.	III.	IV.	V.	VI.
1872 73	1,139	700	525	308	101	35
1873-74	2,081	1,218	761	540	247	74
1874-75	2,522	1,331	761	363	185	63
1875-76	2,318	1,315	789	434	213	52
1876-77	2,362	1,463	836	302	140	75
1877-78	2,883	1,871	1,025	305	130	75
1878-79	2,527	1,746	936	311	109	73
1879-80	2,846	1,833	1,032	378	142	71
1880-81	3,546	2,167	1,281	520	192	89

Private schools aided by fixed grants.

13. In 1870-71 there was only one private school aided by a fixed grant, but it was closed in the beginning of the next year. In almost every one of the succeeding years an attempt was made to aid private schools, European, mission, and native, with fixed grants, but the experiment was not attended with full success in any of the cases. Not only did the schools not remain long in existence, but produced no educational results. The people did not or could not pay their promised contribution regularly; the masters appointed by them, besides being not well qualified, either lost interest in their work or could not bring up their teaching to the expectations of Government Inspectors. The attendance decreased, and several of the schools failed. Of the nine schools in existence at the end of March 1881, one was for the children of Europeans and Eurasians, two native mission schools, and six native village schools.

Indigenous schools.

14. In the statement of progress of education made up to the end of March 1871, it has been stated that a scheme for giving grants by results to indigenous schools was submitted for sanction. The course recommended for these schools comprised three standards, and for passing a boy in any one of them the master was to get one rupee, and capitation allowance of eight annas per head on the average attendance. The whole course was extremely elementary, and the Director of Public Instruction observed that the highest of the three standards was not higher than standard I prescribed for Government schools. The examinations of these schools were not conducted on any system for some years. They were held by educational as well as other officers. The results were not recorded, and grants were given more on the general appearance of the school than anything else. It is only since 1876-77 that the inspection of these schools has been solely entrusted to the educational officers, and the results of the examination have been noted and reported to the Director of Public Instruction. The old standards were revised in 1878-79 and increased to four, and the rates of allowances were greatly increased, *viz.*, to Rs. 1, 2, 3, and 4 respectively, with capitation allowance according to the old rate. In 1871-72 the amount of grant awarded was Rs. 271-8-0; in 1880-81 it was Rs. 1,228.

High and middle schools.

15. As stated before, the two high schools were in 1870-71 attended by boys in all stages of progress. In 1872-73 the entrance standard of the high schools was fixed to be the 6th, and all the boys in the 6th standard and below it were remanded to the middle schools. But in the next year Muhammadan boys learning the 5th and the 6th standards were admitted into them and counted among their pupils. In 1878-79, under the terms of the Government of India's Resolution No. $\frac{1}{2-18}$, dated 6th January 1879, the high school classes were divided into three sections, *viz.*, high school proper [standards X and XI], middle school [standards VII, VIII, and IX], and Primary schools [Muhammadan classes under standards V and VI]. In three of the Anglo-vernacular schools a class under the 7th standard, the 1st of the middle course, was formed. From the statement given under paragraph 11 it will be seen that, either taken as wholes or divided into sections, the high schools have gradually improved in attendance. In 1872-73 the two schools had only 110 pupils under the secondary standards; in 1880-81 they had 226. They have also improved in efficiency, as will be seen from the following statement, showing the result of the annual examinations in the several standards:—

Years.	VII.	VIII.	IX.	X.	XI or Matriculation.
1872-73	12	6	9	10	3
1873-74	13	14	4	2	4
1874-75	4	18	7	9	6
1875-76	19	25	19	11	8
1876-77	18	8	8	5	5
1877-78	41	22	10	9	4
1878-79	55	24	13	6	5
1879-80	47	34	16	8	6
1880-81	46	36	26	8	8

16. The following is a complete progress statement showing the examination results of all the Government boys' schools from 1872-73 to 1880-81 :—

Year.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI or Matriculation.	Total Number of Passes.	Percentage of Passes to the total Number on Roll at the close of the previous year
1872-73 .	1,139	700	525	308	101	35	12	6	9	10	3	2,848	21·9
1873-74 .	2,081	1,218	761	540	247	74	13	14	4	2	4	4,958	32·7
1874-75 .	2,522	1,331	761	363	185	63	4	18	7	9	6	5,269	28·6
1875-76 .	2,318	1,315	789	434	213	52	19	25	19	11	8	5,203	24·5
1876-77 .	2,362	1,463	836	302	140	75	18	8	8	5	5	5,222	24·3
1877-78 .	2,883	1,871	1,025	305	130	75	41	22	10	9	4	6,375	29·9
1878-79 .	2,527	1,746	936	311	109	73	55	24	13	6	5	5,805	26·2
1879-80 .	2,846	1,833	1,032	378	142	71	47	34	16	8	6	6,413	30 3
1880-81 .	3,546	2,167	1,281	520	192	89	46	36	26	8	8	7,919	32·9

Middle schools according to old and new classification.

17. The middle schools, which were distinguished from the lower or primary schools by the addition of two classes learning English, increased to 52 in 1871-72; but it was soon discovered that the supply of them was far in excess of the demand. Many of the places in which they were located were agricultural villages, which could not support them, and the people, whose educational wants were few and simple, could not be expected to take advantage of the higher vernacular and English education proposed for them. The Anglo-vernacular classes were very small, often entirely wanting, and kept up for show by the masters paying the fees of the pupils, and thus securing their tenure of office. The condition that no boy who had not passed in a lower standard should be raised to a higher standard was not observed, and hence the upper classes in many of these schools were composed of boys not fitted for them. It was, therefore, found necessary to reduce the failing schools, and in 1879-80 their number was brought down to 22. In 1871-72 the 52 middle-class schools were attended by 4,171 boys, 676 of whom were learning English. In 1880-81 the remaining 22 schools contained 3,807 boys, 595 of them were learning English, and 86 of them passed in the 6th standard.

Girls' schools.

18. The number of 27 girls' schools reported for the year 1870-71 was the highest the province ever had. The Resident did not wish to press the opening of schools for girls prematurely, and observed that until there was some appreciation of instruction among men, it was hopeless to look for its introduction among women; but that a beginning might be made in large towns. The hint was taken up with more zeal than caution, and the instructions of the Government of India (in Resolution No. 259, dated the 30th April 1868) that the initiative in the case of girls' schools should be taken *bonâ fide* by the native community itself, and that they should contribute a reasonable share of the requisite outlay as a pledge of their earnestness and sincerity, were not attended to. In two or three years a large number of these schools was opened not only in towns but in villages also. In Akola itself there were three, or as many as there were schools for boys. But they soon appeared to fade like uncared-for exotic plants. The higher classes did not take advantage of them, and the little girls taken from the lower classes did not attend regularly or for any length of time. The number of schools, therefore, decreased, instead of increasing, and on the 31st March 1881 there remained only 12, attended by 373 pupils. Of the 12 schools, 8 were under Government management, 6 Marathi and 2 Urdu; 3 were private schools aided by Government, and one unaided mission school. Six standards of studies were prepared for these schools in 1875-76, but in no school was the 6th or the 5th standard taught or was expected to be taught. The 4th standard embraces the subjects of reading (Balbodh, 3rd book, of the Bombay Presidency), writing to dictation from the same, and arithmetic, including division of three figures by a sum not exceeding 30.

The result of examinations under the four standards for the year 1880-81 is given below :—

Standard.	I.	II.	III.	IV.	Total.
Number examined . . .	63	18	14	10	105
Number passed	38	11	7	7	63

Normal school.

19. The normal school continued for some years to be a local "town school for residents or people connected with Akola." The local scholars lived on the scholarships and refused to accept vacancies offered to them. The normal school courses were six-monthly and very simple; there were two courses for the Marathi and four for the Muhammadan students, and hence in one year a Marathi student was trained for a place of Rs. 25, and in two years a Muhammadan student for a place of Rs. 50, The present entrance standard of the normal school was then the qualifying standard for places of Rs. 25 per mensem; for places of Rs. 15 it was much lower. The subjects of the standards were merely read over. The examinations were held twice in the year or oftener, and masters were sent in numbers who had not passed even in the lowest course prescribed for the school. In 1872 Mr. Candy submitted for, and obtained, sanction to revised rules for the schools based on the rules for the Bombay Presidency. He fixed the 4th standard of the Government schools for the entrance examination, and proposed two annual courses. Students passing in the 1st year's course were to get places of Rs. 10, 15, or 20, according to the marks obtained by them, and those passing in the 2nd year's course were to get places of Rs. 25 and 30. In 1876 and 1880 the rules were further revised. The number of teachers was raised to 4 for the 4 classes. The number of scholarships was increased from 45 to 75, *viz.*, 60 on the Marathi and 15 on the Hindustani side. A system of strict examination was introduced. None but students passed in the 2nd year's course were granted certificates and considered fit for places of head masters. Their initial salaries were fixed at Rs. 12 or 15, according to the marks obtained. During the period of ten years ending with 31st March 1881, the Training College sent out 185 masters and assistant masters, on salaries varying from Rs. 8 to 20.

Scholarships.

20. In addition to the high school and vernacular scholarships mentioned in the last section, two other sets of scholarships were founded during the ten years. In 1872-73 were founded nine scholarships, each of Rs. 20 per mensem, tenable for three years in any of the colleges of the Bombay Presidency by students who matriculated from the Berar high schools. These enabled three of the passed students of each year to prosecute their studies in the colleges for three years, at the end of which period they were expected to graduate. In 1874-75 were founded 95 scholarships, each of Rs. 4 per mensem, tenable in some of the then middle-class schools by boys of vernacular schools, to enable them to prosecute their studies in English. The qualifying standard was fixed to be the 5th vernacular, but as English was taught from the commencement of the 5th, it was subsequently lowered to the 4th. Thus, on the 31st of March 1881, there were, exclusive of the scholarships in the training college, 95 scholarships for pupils of vernacular schools to be held in Anglo-vernacular schools, 42 scholarships for pupils of Anglo-vernacular schools to be held in the high schools, 10 scholarships to be held in the high schools for proficiency in the vernacular languages, and 9 scholarships for the matriculated students of the high schools to be held in colleges. The sanctioned amount for all these 156 scholarships was Rs. 10,620 per annum, and 137 of them were filled up on the 31st March 1881.

Expenditure of Educational Department.

21. The following is a comparative statement showing the expenditure of the Educational Department from all sources during the years 1870-71 and 1880-81.

Heads.	1870-71. Amount.			Per-centage	1880-81. Amount.			Per-centage.	Increase.			Decrease		
	Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.
Direction	22,005	8	8	6·9	18,135	3	0	5·7	...			3,870	5	8
Inspection	28,047	11	4	8·8	28,367	4	1	8·9	319	8	9	...		
Govt. High schools for boys	18,816	8	9	5·9	12,334	1	10	3 9	...			6,482	6	11
Govt. Middle do.	68,089	13	11	21·4	10,919	8	9	3·4	...			57,170	5	2
Govt. Primary schools. For boys.	1,04,522	13	5	32·8	1,82,609	15	9	57·2	78,087	2	4	...		
Govt. Primary schools. For girls.	9,411	2	0	2 9	2,985	8	2	·8	...			6,425	9	10
Private aided. For boys	1,800	0	0	·5	3,038	10	9	·8	1,668	10	9	...		
Private aided. For girls					430	0	0	·13						
Training school	2,089	6	0	·6	3,860	4	9	1·3	1,770	14	9	...		
Scholarships	6,896	0	0	2·1	11,444	4	3	3·6	4,548	4	3	...		
Book and prize allowance	4,297	8	8	1·3	209	12	0	·07	...			4,087	12	8
Government Book Depôt	12,576	12	7	3·9	8,525	3	0	2·6	...			4,051	9	7
Construction of school-houses	32,988	7	9	10·4	26,272	7	10	8·2	...			6,715	15	11
Repairs to school-houses	4,145	15	8	1·3	6,977	8	11	2·2	2,831	9	3	...		
School furniture	3,495	3	6	1·2	3,061	11	11	·1	...			433	7	7
Miscellaneous	...			...	483	13	1	·2	483	13	1	...		
TOTAL	3,19,183	0	3	...	3,19,055	6	1	...	89,709	15	2	89,237	9	4

It shows that with all the expansion and development there has been no increase in the expenditure. The Government grant for 1870-71 was Rs. 2,68,400, but in 1879-80 it was cut down to Rs. 2,40,000. The expenditure under many of the heads decreased, and out of the total increase of Rs. 89,709 under other heads, so much as Rs. 79,755, or nearly the whole of it, was under primary education, and Rs. 4,548 for scholarships connected with it and with Universities. The large decrease under middle schools is, no doubt, owing to the conversion of many of the Anglo-vernacular schools into vernacular schools and the transfer of the rest to the primary class.

A Description of the Actual State of Education in the Province on the 31st of March 1882.

Prefatory remarks.

22. The Assigned Districts of Berar lie to the north of the Nizam's territories, and are bounded on the other sides by the Central Provinces and the Bombay Presidency. They are 17,711 square miles in area. The characteristics of the province are (1) a long and flat valley in the middle, (2) a table-land running along it to the south, and (3) a mountainous projection to the north. These three portions have been termed Payenghat, Balaghat, and Melghat, respectively. The first lies between the Satpura range on the north and the Adjanta mountains on the south. This is the most fertile and densely populated region, and the railway runs through it from west to east. The plateau of Balaghat lies to the south of the Adjanta hills and slopes to the south and south-east. Its surface is rugged, consisting of downs and dales, and varies in fertility from the richness of the Payenghat to the sterility of mountain tops. Melghat projects to the north into the recesses of the Satpura, and is mostly hilly and very thinly peopled. The following table will show the area, population, &c., of the three divisions :—

Name of Division.	Area in square miles.	Number of Villages.	Number of towns containing 5,000 people and upwards.	Population according to the census of 1881.	Rate of population per square mile.
Payenghat	8,245	2,997	30	1,740,566	211·1
Balaghat	7,817	2,241	4	889,452	113 7
Melghat	1,649	313	...	42,655	25 8
TOTAL	17,711	5,551	34	2,672,673	150·9

Not only is there a great difference in the density of population of the three parts, but also in the races and professions of the people inhabiting them, as will be seen from the following statement:—

Name of Division.	Percentage to the total Population of						
	Brahmins.	Rajputs.	Wanees.	Kunbis.	Other Hindu castes.	Aboriginal castes.	Muhammadans.
Payenghat	2·7	1·9	2·4	30·8	51·3	2·5	8·06
Balaghat	2·01	·9	8·2	33·4	45·8	9·7	5·1
Melghat	·6	1·9	·2	·5	16·4	76·7	3·6

It will be seen that the central valley is the most densely peopled region, having a large proportion of urban population, which, on account of the railway passing through it, is more engaged in agriculture and commerce than either the upland country to the south or the mountainous part to the north. Hence there is greater demand for education in the valley than in any of the other two divisions. In the Melghat the demand is as yet almost *nil*.

23. On the 31st of March 1882 there were 896 Government and private schools in the whole of the province, and out of these there were 652 or 72·8 per cent. in Payenghat, 240 or 26·8 per cent. in the Balaghat, and only 4 in the Melghat. The language of the Hindus in the province is Marathi. The aborigines (Kurkus, Gonds, &c.), who are classed among the Hindus, have their own languages, which are not fit for educational purposes. The Muhammadans speak the Urdu language, which, on account of the long subjection of the people to Muhammadan rule, has become the *lingua franca* of the whole province.

The following statement will show how all the schools in the province were distributed over the administration divisions in 1881-82 and 1870-71:—

District.	Area in square miles.	Population.	Number of Schools and Scholars on 31st March 1882.																	
			Government.									Private.				Total.				
			High Schools.		Middle Schools.		Primary Schools for Boys.		Primary Schools for Girls.		Normal Schools for Masters.	Aided Schools.		Unaided Schools.		Government.		Private.		Total.	
			Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Akola .	2,960	503,782	1	26	1	99	109	7,565	1	21	1	79	65	1,534	46	537	113	7,790	131	2,061	244	9,851
Buldana .	2,804	439,763	..	...	1	14	78	4,618	3	128	...	...	40	786	42	478	82	4,760	82	1,264	164	6,024
Basim .	2,958	358,883	...	...	1	10	57	2,094	1	25	..	...	18	318	19	195	59	2,729	37	513	96	3,242
Amraoti .	2,759	575,328	1	35	1	110	96	6,820	1	40	...	...	25	683	44	745	99	7,005	69	1,428	168	8,433
Wun .	3,907	392,103	...	...	...	...	48	2,494	...	...	...	...	12	245	24	194	48	2,494	36	439	84	2,933
Ellichpur .	2,623	313,805	..	...	1	9	73	4,114	2	55	...	...	32	607	32	533	76	4,178	64	1,350	140	5,528
Total .	17,711	2,673,673	2	61	5	242	461	28,305	8	269	1	79	212	4,263	207	2,672	477	28,956	419	6,935	896	35,891
Total for 1870-71 .	17,711	2,227,654	2	208	44	3,638	270	9,552	27	671	1	64	1	15	110	2,308	344	14,133	111	2,323	455	16,456
Difference .	...	+445,019	...	−147	−39	−3,396	+191	+18,753	−19	−402		+15	+211	+4,248	+97	+364	+133	+14,823	+308	+4,612	+441	+19,435

Instruction in Indigenous Schools independent of Departmental Aid or Inspection: (a) elementary instruction; (b) advanced instruction.

Indigenous schools.

24. As Government endeavours to inspect and aid all such indigenous schools as rise up to a certain status, and as the teachers of these schools do not object to Government inspection, but court it and endeavour to earn grants-in-aid by results, by preparing their pupils to pass under standards framed for them, there is no indigenous instruction in Berar independent of Government aid or inspection.

It does happen that many of the smaller schools are not inspected or are not sufficiently advanced to earn grants, but this does not alter their character.

Definition of indigenous instruction.

25. Instruction in indigenous schools, whether aided by Government or not, may be defined to be instruction in such subjects and in such quantities as are considered by the mass of the people useful for the purposes of their ordinary life, whether secular or spiritual.

Its extent.

26. Indigenous schools are scattered over all the parts of the province except Melghat. Some of the larger towns contain several of them. In larger villages they get on side by side with Government schools, and in smaller villages they entirely supply the place of Government schools. The attendance in them varies from 4 or 5 to about 75. The number of schools and scholars on 31st March 1882, as reported by the Deputy Inspectors, was 405 and 6,602 respectively. It appears that 303 of these schools were maintained at places where there were no Government schools; and if it be remembered that Government schools of all classes were maintained at 415 places only, the extent and function of the indigenous schools would be easily conceived.

Classes of indigenous schools.

27. These schools are either secular or semi or purely religious. There are no indigenous schools for teaching other special subjects.

Languages, subjects, and methods of instruction.

28. These schools are either Marathi or Urdu, there being 376 of the former and 29 of the latter. In the former, which are all secular, the subjects taught are reading and writing of papers in the modi or current hand, all the multiplication tables, integral and fractional, native measures of length, weight, capacity and superficies, the first four rules of arithmetic, simple and fractional, after the native method, and mental arithmetic according to set formulæ. In the secular or semi-religious Urdu schools the pupils are taught to read and write in the Persian character and commit to memory portions of the Koran. No arithmetic is attempted in them. In the religious Urdu schools nothing but the reading of the Alhum is taught. The methods of instruction are as primitive and unintelligent as could be imagined. In the Hindu schools reading and writing, or even the alphabet, are not taught until the pupil has finished all the multiplication tables, which may take two or three years of his time. The first ten figures or some of them are written on the sand-board, and the pupil is made to trace them with his bamboo pen. This he is taught to do by the master, or one of his advanced pupils, taking hold of his hand at the wrist and moving it in such a manner as to make the end of the pen to pass over the turns of the figure, and at the same time pronouncing the name of the figure and making the boy repeat it. When the boy has learnt to write the first ten figures himself, he is taught notation up to 100, and then the multiplication tables. Every morning the boy is made to write down what he has gone through, and after that is examined by the master or an advanced pupil deputed by him, he gets a fresh lesson. In the evening all the boys are made to stand generally in the open air and to repeat the tables, two of them leading and the others following in chorus. The advanced boys are then questioned on mental arithmetic. The letters of the alphabet are taught just in the same manner as the first ten figures, and after they are mastered, the boy is made to go through the combination of each letter with twelve of the vowels, and then to read papers. In the beginning the master has to tell every syllable and word, and the boy commits paper after paper to memory. When he is able to read a little by himself, he goes to the master for reading such words only as he cannot make out. In learning to write, the boy in the beginning simply turns the tip of his reed pen through the letters of a copy slip, and after a time is made to write the same letters on paper in ink. These letters are again and again written over till the whole paper becomes almost entirely black. The boy has to write two or three hours every day.

In the case of Urdu schools, secular and religious, reading takes precedence over writing and all arithmetic. The figures and the tables are almost entirely neglected, and hence it is that Muhammadan boys and even grown-up persons are

so deficient in calculating. Unlike the boy in a Hindu school, the beginner in a Muhammadan school gets in his hands a small piece of paper on which all or some of the letters of the alphabet are written, and is made to learn them. Afterwards he is taught the use of the diacritical marks and combinations of letters. He then commences to read a book or written papers and to write the letters on paper. If his object be to get religious instruction only, he commences a chapter of the Koran from a printed book or manuscript.

The indigenous schools are entirely wanting in system, organisation, and discipline. No registers of any kind are kept, no classification made, and no discipline enforced. Regularity and punctuality are not cared for. Each boy learns almost by himself, and the master attends to him when he is referred to. When all of them read their papers or repeat their tables, or when some of them are quarrelling with one another, the confusion and noise are intolerable. The master is then aroused and uses his cane indiscriminately and severely. This absence of discipline often induces boys in Government schools to join indigenous schools, where they forget all they have learnt.

Indigenous schools how affected by the operations of the Educational Department.

29. At the end of 1868-69 there were 112 indigenous schools in the province, 86 Marathi and 26 Urdu, attended by 2,870 pupils. At the end of 1881-82 the number of schools was 405, and the attendance 6,602. This shows how the demand for education has increased, and the great increase in the number of Government schools has, instead of decreasing the number of indigenous schools, multiplied it. Most of the indigenous schools, however, are still of a migratory nature. If the master is not a native of the place, and generally he is not, he migrates from place to place, and makes shorter or longer settlements according to the assistance received or according to his own whim. He closes his school for months and years, and very often he is not to be found in it when an educational officer goes to see it. It is this changeableness in the indigenous schools that lessens their importance and makes the people desire for something more permanent and useful. They have commenced to value education, but they value more the greater permanency and usefulness and efficiency of Government schools, and it is because they cannot get Government schools, they avail themselves of private schools. The increase in indigenous schools is therefore more to be attributed to the increased desire for education than to any great improvement in the character of the schools themselves.

The race of old indigenous masters is, however, now dying out, and schools started by pupils of Government schools are springing up. These are conducted on a better system; they produce better results and obtain larger grants, but the support they obtain from the people and Government is not adequate; the former is uncertain and varying, and hence the masters prefer and seek a smaller remuneration under Government than they profess to get from both sources.

Fees and other sources of income of indigenous masters.

30. The fees are the only source of income of those indigenous masters who follow no other occupation conjointly, or who do not engage themselves to teach under a contract. But there are many who make the profession of teaching a subsidiary one. They are village scribes, religious preachers, artificers, tradesmen, and gumastas or private writers, and they attend to teaching while carrying on other work or during recess time. It is therefore difficult to say what their average income would be, but they charge fees varying from one anna to one rupee, according to the means of the parents and the attention they promise to give to the children on the whole or in special subjects. Modi reading and writing and the multiplication tables are much prized by the people, and they contract to give a fixed sum to the master if he undertakes to bring up the boys in these subjects within a specified time. In cases of such contracts the master devotes most of his time to the few boys and neglects the rest. From information furnished by masters of 366 indigenous schools for the year 1881-82, it appears that the average income of each from fees and local subscriptions amounted to about Rs. 61 per annum, or a little more than Rs. 5 per mensem. This average cannot be taken to be a correct one, but it may give an approximate idea of what they earn.

Advanced instruction in indigenous schools.

31. Instruction in all the indigenous schools is elementary, as must have appeared from the account of the number and nature of the subjects taught. The standards laid down by Government for the examination of these schools, the number of boys passed in them, and the amount of grant awarded, will be shown under primary instruction recognised by the Education Department.

Primary instruction recognised by the Educational Department.

Its definition.

32. The Berar Educational Department recognises as primary education all that which embraces as much reading, writing, and arithmetic as is necessary for common life, and also such instruction as no one, whatever his position, should be ignorant of. Under the former would come the instruction given in indigenous schools and private schools aided by Government; under the latter the instruction given in schools managed by the Department. But under the classification of schools in the Government of India's Resolution No. 1—2-16, dated the 6th January 1879, primary instruction in Berar bears a still wider significance, for it includes a two-years' course in English.

Its extent.

33. The number of primary schools under all management on the 31st March 1882 was 876, and hence there was a school for every 20·2 square miles and for every 6·3 villages. Taking the average population of a village (omitting that of towns from calculation) ascertained by the census to be 425·7, and the number of villages in which primary schools are situated to be 684, and remembering that there are Government schools or branch schools, attended by 30 pupils in villages containing 500 people, it would seem that there is yet considerable room for extension of schools; that many outlying villages have not yet been reached by the Department, and that the people apply for schools, are facts.

Number of primary schools for boys, Government, aided and unaided.

34. The subjoined table shows the number of primary schools, Government, aided and unaided, on 31st March 1882:—

Parts of the Province.	Primary schools managed by									
	Government officers.		Private bodies or persons and aided by fixed grants.		Indigenous masters and aided by result grants.		Indigenous masters and not aided by Government.		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Payenghat	324	21,354	9	195	158	3,191	146	2,115	637	26,855
Balaghat	133	6,876	2	51	39	727	61	557	235	8,211
Melghat	4	75	...	...	...	...	...	...	4	75
TOTAL .	461	28,305	11	246	197	3,918	207	2,672	876	35,141

It will be seen that primary schools are as unequally distributed over the three divisions of the province as indigenous schools. The total population of Berar is 2,672,673 and the male population 1,380,492. The percentage of the total number of boys under primary education to the total population is 1·3 and to the male population is 2·5. Taking the school-going age for boys under primary education to be from 5 to 14, and the number of boys of this age in the whole of the province to be 321,432, it appears that of the boys who ought to have been in schools there were about 11 per cent. under instruction.

Subjects of instruction, the number of pupils learning each language, and the text-books in use.

35. The subjects of instruction imparted in Government primary schools as they are at present classed are given under the standards (1 to 6) in Appendix A; those for schools aided by result grants are given in the

same appendix under the four standards prescribed for them. The primary schools aided by fixed monthly grants are either for Eurasians or natives. The former are mixed,—that is, attended by boys as well as girls,—and teach reading, writing, arithmetic, and a little of history and geography in English. The latter teach the subjects laid down either for Government schools or for indigenous schools.

36. The languages used in imparting instruction are Marathi, Urdu, and English. On the 31st March last there were 765 schools teaching Marathi, 84 schools teaching Urdu, and 27 schools or sections of schools teaching English to 31,237, 3,123, and 781 pupils respectively. The text-books in use in these schools are given in Appendix B.

37. The departmental standards of examination for Government schools given in Appendix A, with instructions for working them out, were adopted before the passing of the Government of India's Resolution No. $\frac{1}{2-16}$, dated the 6th January 1879, but they were afterwards made to suit the periods laid down by the Government of India for the high, middle, and primary courses. A perusal of them will show that a boy who has gone through the lower primary course may be considered to have acquired a fairly sufficient knowledge for an ordinary villager, though a study of one or two years more would make him more useful to himself and to the community.

38. As the standards for indigenous schools (Appendix A) are intended mostly for smaller village schools and for masters whose acquirements and qualifications are not high, they are a little easier, and the examination in them is not so exacting as in Government schools.

39. The native schools aided by fixed monthly grants generally adopt the standards prescribed for the indigenous schools, and the schools for Eurasians have no standards prepared for them as yet. It is believed the Commission appointed under the Government of India's Resolution No. 8, dated the 8th October 1881, will prepare standards applicable to all the Eurasian schools in the country.

40. The following statement will show the number of pupils passed under each of the primary standards :—

Description of Schools.	Standards.					
	I.	II.	III.	IV.	V.	VI.
Government schools	3,818	2,486	1,404	622	250	109
Private schools aided by fixed grants . . .	24	5	3	...	...	...
Indigenous schools aided by result grants . .	639	263	71	12	...	..

School libraries and apparatus.

41. Dr. Sinclair, the first Director for the province, did not supply necessary and useful books to libraries of primary schools, and he directed the masters to buy their own books, even class books. The Anglo-vernacular schools were furnished with books, which had very little practical bearing to the subjects taught, and which were kept permanently locked up. In 1880 all the primary schools were supplied with class books, and in August 1881 Deputy Commissioners were asked to see that a further supply be made of such books as contained more detailed information on the subjects taught in the schools, and as helped to improve the knowledge of the teachers of those and other kindred subjects. During the current year books of the value of about Rs. 5,500 have been or are being supplied, and additions to this stock will be made as the fee balances from which they are to be paid for will increase. As regards apparatus, such as tables, desks, chairs, benches, and black-boards, the schools may be said to have been well supplied. It has been decided to provide every vernacular school with at least three maps, *viz.*, of Berar, India, and the world. The larger vernacular schools and the Anglo-vernacular schools have been provided with other maps also, such as of Asia, Europe, Africa, and America. The

supply of globes is a desideratum which has not been attended to for want of funds and the difficulty of getting small and moderately cheap globes in the country, prepared in the vernacular languages. The Department has not supplied the schools with clocks or time-pieces, but in this respect it has received very great assistance from the people, and the school committees, who have furnished most of the schools with this article. Out of 461 primary schools 221 have got clocks or time-pieces; 106 of them have bells or gongs in addition, given by the people.

School accommodation with special reference to light, &c.

42. The construction of suitable school-houses soon became necessary, as the temples, chowries, and madhees, in which the schools were located in the hurry of establishment, were found to be unsuitable. Buildings for larger and tahsili schools were constructed on plans which were adopted in the Central Provinces, but they became very expensive, and it was found that they could not be repaired by ordinary village carpenters and masons. In 1877, plans for buildings on dhaba or flat-roof style, such as are found in the country, and can be constructed and repaired by ordinary workmen, were recommended and approved of by the Resident. A copy of the set sanctioned is appended. The accommodation provided for is about 10 square feet per pupil. These buildings were intended to be prepared with jungle timber and burnt bricks, and the cost originally estimated amounted to about one rupee or a rupee and quarter per superficial foot, but teak timber and other alterations in the materials have been gradually introduced, and the work entrusted to Local Fund engineers and the estimates have now risen cent. per cent.

Method of registering attendance.

43. The Government vernacular and almost all the Anglo-vernacular schools are held twice a day, *viz.*, from 6 or 7 to 9 or 10 in the morning, and from 2 or 3 to 5 or 6 in the afternoon. The roll is called over half an hour after the time fixed for assembling, and each pupil present is marked with a vertical line against his name in the column under the date, and each boy absent with a dot, and the attendance is totalled at the bottom. In the Anglo-vernacular schools of higher classes there is also a separate catalogue kept for each class, in which the marks obtained by each boy in each subject are entered. The entries in the catalogues are a sufficient check over those in the attendance roll. In the smaller schools there are no means to check the accuracy of the entries in the attendance roll. As regards private schools aided by fixed monthly grants, the mode of registration and the submission of returns is the same as in Government schools; but the case of indigenous schools is different. Their very existence is reported by the village patwaris through the tahsildar only once a year, and the reports have in many instances been found to be entirely untrustworthy. Schools closed have been reported to be in existence, and fictitious information is furnished about them, and schools actually in existence have been ignored. The general registers for showing admissions and withdrawals and registers of daily attendance, furnished to them, are not filled at the proper time, or not at all. Instances have been brought to notice that the daily attendance register has not been filled for weeks or months, and sometimes they have been filled for days and weeks in advance. The information furnished by the indigenous masters once a year to the village patwaris for statistical returns cannot be depended upon for its accuracy.

Arrangement for the training of teachers.

44. The Training College Code (Appendix C) will furnish all the information which may be wanted on the subject. It was only in 1880 that a sufficiently large number of students was kept under training. Out of the 75 students, 31 will be learning the second year's course, and they only can be examined every year for certificates of mastership. At the examination held in October 1881, there were 28 examinees and 19 passed successfully; those who failed were appointed assistant teachers on lower salaries. The trained masters who begin on Rs. 12 or 15 per mensem can rise to Rs. 25, if they give satisfaction and show good results. Assistant teachers on lower salaries are taken from the pupils of vernacular and Anglo-vernacular schools, and those on higher salaries are men who have matriculated or have finished the high school course,

or have, by their long service, experience, and satisfactory work, established their claim to promotion. On the 31st March 1882 there were 418 posts of teachers with salaries varying from Rs. 12 to Rs. 25 per mensem, and 262 of them were held by persons who had not gone through or passed a training school course; but most of them have been in the Department from its very beginning, and some of them have done their work fairly.

Expenditure on primary education.

45. The following statement shows the expenditure from all sources on primary education :—

Class of Institution	Provincial revenues.	Local rates or cesses.	Municipal grant.	Fees.	Other sources.	Total	Average annual cost of educating each pupil. Total cost.	Cost to provincial revenues.	Cost to local rates and cesses.	Cost to municipalities.
	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs. A P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government { English and Vernacular . }	1,23,610	53,222	598	13,720	...	1,91,150	7 1 2	4 9 2	2 7 8	0 0 4
Aided { English . .	940	...	...	218	440	1,598	31 15 4	18 12 9	13 2 7	...
Aided { Vernacular .	3,088	120	120	12,516	704	16,548	4 1 3	0 12 2	3 4 7	0 0 6
Total .	1,27,638	53,342	718	26,454	1,144	2,09,296	6 11 7	4 1 7	2 9 7	0 0 4

The students in the English classes of the Anglo-vernacular schools are taken together with those in the vernacular classes, as the schools cannot be divided with reference to the classification of studies. The expenditure and cost per head, and especially the Government portion of them, would have been smaller if the higher salaries, varying from Rs. 50 to 100, of the head masters of the Anglo-vernacular schools had not, under the new classification, become chargeable to primary education. The establishments of these schools are wholly paid from the provincial funds.

Fees.

46. Only girls, Mahar and Mang boys, children of the aborigines and stipendiary scholars, are exempted from payment of schooling fee. In Government primary schools the monthly rates vary from one anna to four annas. Pupils under vernacular standards I and II pay one anna; and under vernacular standards III to VI pay two annas. In one district those under standard II also pay two annas. Under Anglo-vernacular standards I and II they pay four annas. In the practising school attached to the training college the fees are charged at half the rates. In four out of the six districts re-admission fee is levied from boys wishing to re-enter the schools. The monthly fee is recovered before the 15th of the month for which it is due. No arrears are allowed, and schoolmasters are prohibited from paying the fees of their pupils. During the year 1881-82 the total amount of fees collected from boys under primary education in the Government schools was Rs. 26,144-8-6. The receipts are applied to the benefit of the school to which they belong. Those belonging to vernacular schools are kept with the committees of those schools who regulate the expenditure. Those belonging to Anglo-vernacular schools are in the first instance paid into the Government treasury, and sanctioned expenditure is drawn on bills. The rates of fees in schools aided by fixed grants vary from half an anna to eight annas in the case of native schools and from four annas to six rupees in the case of Eurasian and European schools. In all instances the fees constitute the contribution of the parents of the children towards the expenses of the schools, and are managed by the school committees. In the case of indigenous schools the rates vary from one anna to one rupee per mensem. But they are not punctually recovered, and

the masters do not solely depend upon money payments, nor expect to get the whole of the amount due to them.

Scholarships and prizes.

47. There are 95 scholarships to be held by boys of vernacular schools in Anglo-vernacular classes of the Anglo-vernacular schools, and about 35 scholarships to be held by boys of Anglo-vernacular schools in the middle-school sections of the high schools. The value of a scholarship of the first class is Rs. 4 per month, the qualifying standard for it is the fourth vernacular, and the qualifying age not more than 13 years. The value of a scholarship of the second class is Rs. 5 or 6 per month, and the qualifying standard is the second Anglo-vernacular, and the qualifying age not more than 15 years. No scholarship is awarded to a student in his native town, and hence they are strictly open to pupils of affiliated schools. On the 31st March 1882 the number of scholarships filled up was 89 in the Anglo-vernacular primary schools, and 25 in middle classes of the high schools. Boys of private schools also can compete for the above scholarships. Prizes in books are annually awarded to the best pupils in each of the classes in the primary schools—Government, aided, and inspected. In Government schools the cost of the books is paid from the fees of the schools, and is calculated at one and a quarter anna per head on the total number of boys learning vernacular, and of two annas per head on the number learning English. In the case of aided and inspected private schools the cost of the books is paid by Government.

Special measures adopted for the education of Muhammadans.

48. There are no special measures adopted for giving primary instruction to—

(*a*) *Sons of native chiefs.*—In fact, there are no native Chiefs in Berar. But special measures are adopted for the education of—

(*b*) *Muhammadan boys.*—Out of the 461 Government schools for primary education 56 are Urdu, attended by 2,695 boys. For the study of English, Anglo-Urdu classes are attached to the two high schools and placed under the Urdu teachers of those schools, who have not many boys to teach in the middle and upper sections of their own schools. Seventeen scholarships are specially reserved for the students of the Anglo-Urdu classes in the high schools. Owing to this special provision made for the education of Muhammadans, the percentage of Muhammadan lads under instruction in the Urdu and Marathi primary schools to the Muhammadan population is higher than in the case of Hindus. The percentage of the male population of Hindus to the total male population of the province is 92·9, while that of the Muhammadans is 7·04; but the percentage of Hindu male scholars to the total population of Hindu is 1·9, while that of Muhammadans is 4·07. There are no special measures taken for the education of (*c*) peasants.

Section C.—Secondary Instruction.

[*a.*] *Middle Schools.* [*b.*] *High Schools.*

Definition of middle education.

49. Instruction given in a course of three years preparatory to the high school course of two years is termed middle education.

Its extent.

50. The whole of the three years' course is taught only at two places, and portions of it at three more; four of these are district stations, and one the largest town of its district.

Number of middle schools.

51. The five middle schools are all Government schools; two of them are sections of the high schools at Akola and Amraoti, which teach the whole course of three years, and the other three are classes under the lowest standard of the middle course attached to the Anglo-vernacular primary schools at Ellichpur, Basim, and Malkapur.

The number of pupils learning the three standards on the 31st March 1882 was as follows:—

Schools.	7th standard.	8th standard.	9th standard.	Total.	Total in 1870-71.	
					Schools.	Scholars
Akola . . .	52	34	13	99		
Amraoti . . .	43	37	30	110		
Ellichpur . . .	9	...	...	9	44	3,638
Basim . . .	10	...	...	10		
Malkapur . . .	14	...	..	14		
TOTAL .	128	71	43	242	44	3,638

The percentage of pupils under middle education to the total population is ·009.

Subjects of instruction, &c.

52. The subjects taught in the middle course are vernacular prose and poetry, vernacular grammar, arithmetic, Euclid, algebra, classical language (Sanskrit, Persian, or Latin), history of India and England, geography of the four quarters, English prose and poetry, translation from and into English, grammar and etymology. All the pupils learn English with their vernaculars, which in the case of 232 pupils is Marathi, and in the case of 10 Urdu. They also learn one of the classical languages. The text-books used for the middle school course are given in Appendix B.

Standards.

53. The standards of examination for the middle class course are VII, VIII, and IX, of those given in Appendix A, with drawing, in addition, in two of the schools. The number of pupils passed in each of the standards in 1881-82 was:—

Standard VII.	Standard VIII.	Standard IX.	Total.
70	39	23	132

Libraries and apparatus.

54. As the middle-class schools are not separate institutions, but classes in the high and Anglo-vernacular schools, they have no separate libraries and apparatus. Each class has its full complement of desks, benches, and black-boards, and each teacher has a table and chair.

School accommodation.

55. The schools are located in the buildings of the high and Anglo-vernacular primary schools, and the accommodation is now not sufficient for the high and middle, or middle and primary school-boys in any of the buildings. With reference to light and ventilation the accommodation is suitable.

56. There is no arrangement made for training teachers for the middle-school classes, nor is one necessary for such a small province like this. Only graduates and under-graduates are employed, and their pay varies from Rs. 50 to Rs. 125. For their number, *vide* paragraph 66.

57. The following statement will show the expenditure from all sources on middle-school education during 1881-82:—

Class of Institution.	Provincial Revenues.	Fees.	Total.	Average annual cost of educating each Pupil.		
				Total cost.	Cost to Provincial Revenues.	Cost to Local Rates or Cesses (fees.)
	Rs.	Rs. A. P.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government middle . .	11,566	501 0 0	12,067	58 0 2	55 9 8	2 6 6

The expenditure and cost per head appear large on account of the salaries of the three head masters of the Anglo-vernacular schools being wholly debited to the three middle-school classes taught by them. If the classes had not been formed, their salaries would have been debited to primary education.

Fees, their rates, &c.

58. Excepting scholars, all the students of middle-school classes are required to pay fee at the rate of eight annas per mensem. The total amount realised during 1881-82 was Rs. 1,062. The amount is collected within the 15th of the month for which it is due, and paid into the treasury, and drawn on bills when required.

Scholarships and prizes.

59. The scholarships for students of middle-schools tenable in the high schools are either some of the 42 sanctioned for the middle and high school classes, or the 10 scholarships sanctioned for proficiency in the vernaculars. Prizes in books are awarded every year to such of the pupils of these classes as gain the highest marks in the annual examinations.

Special arrangement for the education of Muhammadans.

60. There is no special arrangement made for middle-school education of sons of native Chiefs or peasants. For the education of Muhammadans there is an Urdu and Persian teacher attached to each of the high schools, and there are seven special scholarships reserved for Muhammadan students to be held in the middle and upper divisions of the high schools, and four scholarships for proficiency in Urdu.

High school education.

61. High education comprises instruction given in the class preparing for the matriculation examination and in the one below it.

Its extent.

62. It is given only in two schools and to pupils forming ·002 of the total population.

High schools.

63. The two schools are located at Akola and Amraoti, and on the 31st March 1882 they had 61 scholars on the rolls under the two standards, all learning English, besides Marathi and Sanskrit; none of them had taken up Persian or Latin. The text-books used for the course are given in Appendix B.

Departmental standards of examination.

64. The subjects of the 10th standard are given in Appendix A, and those of the matriculation standard are given in the Bombay University Calendar. During the year 1881-82, 20 students passed in the 10th standard, and 4 in the matriculation examination.

Libraries and apparatus.

65. The libraries of the high schools are well furnished with books on all subjects. The total number of volumes is 639 in the Akola and 605 in the Amraoti High School, and they cost about Rs. 3,500 and 2,700 respectively. The books are used by the teachers, and are issued to the students also. The high schools are also furnished with a set of mechanical, philosophical, and chemical apparatus, and these are used when the teachers explain and illustrate the subjects of natural science. The apparatus supplied to the Akola school cost about Rs. 2,100, and that to the Amraoti school about Rs. 1,722-8-0. Globes and the necessary number of maps have also been supplied. The usual school furniture, consisting of desks, benches, and black-boards, is well supplied to all the classes.

Arrangement for training teachers.

66. The teachers in the high school are all graduates and under-graduates of the Bombay University, excepting the European head master and the Urdu teacher in the Akola High School, and have not received any further special training. If only one teacher be counted for each of the two high school classes, the total number of teachers in the high schools would be only four. But as the teaching in the upper and middle classes is conducted on the professorial system, and as there are teachers of special subjects for all the classes, it is difficult to make any separation between the high and middle school teachers, the total number of whom on 31st March last was 16, their salaries varying from Rs. 50 to Rs. 400. The lower assistants can rise up when opportunities occur, but the higher teachers have no prospects in the Department.

67. The following statement shows the expenditure from all sources on the high school classes. It has been calculated on the amount of time devoted by the several teachers to these classes and the share of other expenditure in proportion to the number of students in them :—

Expenditure.

Class of Institution.	Provincial Revenues.	Fees.	Total.	Average annual cost of educating each Pupil.		
				Total cost.	Cost to Provincial Revenues.	Cost to Local Rates and other Cesses (fees).
	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
GOVERNMENT.						
English	11,817	144	11,961	237 12 8	234 14 10	2 13 10

68. The rates of fees for the two classes are 12 annas and 1 rupee respectively, and none but stipendiary scholars are exempted from payment. The collections are credited into the treasury as in middle schools. In 1881-82 they amounted to Rs. 377-4-0.

Fees.

69. There are nine scholarships, each of Rs. 20 per mensem, for the matriculated students of the high schools to be held in the arts and science colleges of Bombay; three to be awarded every year, and each tenable for three years. They enable the successful students of the high schools to complete a college course if they be intelligent enough. On 31st March 1882 there were eight of these scholarships filled up. Prizes in books are awarded to the best students after the annual examination, and paid for from the fees of the schools.

Scholarships and prizes.

SECTION D.—COLLEGIATE INSTRUCTION.

70. There are no colleges in the Hyderabad Assigned Districts.

SECTION E.—FEMALE EDUCATION.

71. It has already been stated that at the end of March 1881, there were only 12 schools remaining in the province. The following statement will show their former and present state :—

Number of schools, Government, aided, and unaided.

Description of Schools.	Schools.		Scholars.	
	On 31st March.		On 31st March.	
	1871.	1882.	1871.	1882.
Government schools	27	8	671	269
Private schools receiving fixed monthly grants	...	3	...	87
Private Mission schools	...	1	...	12
TOTAL .	27	12	671	368

All the schools are primary and for natives. Of the twelve schools, nine are Marathi and three Urdu. Three or four of these schools are simply struggling for existence, and it is doubtful whether they will live long. One noticeable feature in the present state of the schools is that four out of twelve are aided and inspected, while in 1871 they were all Government.

72. Besides the above there are three more aided schools for primary education in English for the children of Europeans and Eurasians; they have been included under aided boys' schools (*vide* paragraph 34), but out of 51 pupils attending them 32 are girls. There are 53 girls attending Government boys' schools.

Mixed schools.

Subjects of instruction and text-books.

73. The subjects taught in the schools are reading, writing, and arithmetic, and, where practicable, sewing has been introduced. The instruction is all of the most elementary kind. The text-books used are the first three Readers of the Bombay series, and sometimes the Berar Modi and Balbodh Readers are also used. It has not been found necessary to use books on other subjects.

Other agencies for promoting female education.

74. Besides schools no other arrangement exists for promoting female education in Berar.

Standards and results of departmental examination.

75. The standards for Marathi girls' schools are given in Appendix A. None have been framed for Hindustani schools, but the girls are examined in the same subjects and books of equal difficulty. The results of examination for the year 1881-82 are given below :—

Schools.	Standards.				Total.
	I.	II.	III.	IV.	
Government schools	38	22	11	7	78
Private schools receiving fixed grants . .	15	13	4	1	33
Mission schools	...	...	...	...	...
TOTAL . .	53	35	15	8	111

Arrangement for the training of teachers, male and female, &c.

76. As the girls' schools are few, and as there is no prospect of their number rising, it has not been thought necessary to train a special class of teachers for them, either of males or females. The girls themselves are very young, and their parents evince no desire to keep them longer in schools, and hence no necessity has been felt for having female teachers. Some of the male teachers are as popular with the people as female teachers are ever likely to be, and in point of efficiency are superior to females. An attempt was made to place one of the schools entirely under females educated up to the 4th standard in the same school; but it failed. It is not easy to get women of respectable family and under proper protection to undertake the duties of school mistresses, and it is not safe to employ other women. The system of training the husband for a boys' school and the wife for a girls' school, and afterwards appointing both of them in the same town, will, it is believed, produce more satisfactory results, but in Berar it is not possible to get husband and wife to be trained at once, and until this becomes practicable, it would be better to have male teachers of unexceptionable conduct and popularity.

Income and expenditure.

77. The income, which also represents the expenditure from all sources on female education, is shown below :—

Class of Institution.	Provincial Revenues.	Local Rates or Cesses.	Municipal grants.	Subscriptions.	Other sources.	Total.	Average annual cost of educating each Pupil.			
							Total cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Govt.—Vernacular .	1,433	863	196	...	...	2,792	10 9 2	5 6 10	3 4 3	1 14 1
Aided— Do. .	312	...	150	150	120	732	7 2 10	3 0 11	2 10 4	1 7 7
TOTAL .	1,745	863	646	150	120	3,524	9 10 1	4 12 3	3 1 6	1 12 3

Fees.

78. No fees are as yet recovered from girls either in Government or aided schools; but it has been recently ruled by the Resident that in schools the expenses of which

are not partly paid by municipalities or private bodies, fees may be charged and the schools treated as Government boys' schools.

Prizes and scholarships.

79. Prizes in books are awarded to the best girls in Government, aided, and inspected schools at the time of the annual examination, and the cost of them paid by Government. No scholarships are sanctioned for girls, as all the schools are elementary, and the girls are not expected to leave their villages and go to prosecute their studies at a higher school if one be established for them.

Section F.—Supply and Distribution of Text-Books.

80. For the supply and distribution of text-books one central book depôt has been maintained at Akola, and 24 branch depôts at other stations and towns. English books and books printed and sold by the Bombay Education Department are obtained from the Bombay Depôt, and Urdu books are obtained from the North-West Provinces and the Punjab. The branch book depôt keepers are masters of Government schools, and they get a commission of five per cent. on the sale proceeds. Schoolmasters in towns and villages buy the books required for their pupils from the branch depôt-keepers. This arrangement has been found to work satisfactorily. During the year 1881-82 the transactions of the book department were as follows:—

Language.	Balance on 31st March 1881.				Purchased during the year 1881-82.				Sold during the year 1881-82.				Balance on 31st March 1882.			
	Copies.	Value.			Copies.	Value.			Copies.	Value.			Copies.	Value.		
		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.
English	6,929	3,335	1	0	3,399	1,558	10	4	3,587	1,578	6	4	6,741	3,315	5	0
Marathi	76,475	8,411	13	9	22,185	5,962	13	0	50,336	8,037	6	5	48,324	6,337	4	4
Sanskrit	2,962	1,028	0	0	200	209	8	0	180	202	15	6	2,982	1,034	8	6
Persian	218	50	2	3	83	32	6	9	94	22	10	3	207	59	14	9
Urdu	7,727	1,764	10	10	3,066	285	1	0	4,059	557	3	3	6,734	1,492	8	7
Total	94,311	14,589	11	10	28,933	8,048	7	1	58,256	10,398	9	9	64,988	12,239	9	2

The money realised from the sale proceeds is credited to Government, and the Curator's establishment and the cost of the books are paid from general revenues.

81. A text-book committee was formed in 1881, consisting of three European and six native members, under the instructions contained in the Government of India's Resolution No. 1—3-13, dated the 10th January 1881. The committee has revised two out of the three reading books of the Berar Education Department, and fresh editions of them have been printed.

Physical education.

82. In 1872-73 an attempt was made to introduce physical training into the schools, and some apparatus was purchased for the Akola High School. In 1876-77 a more complete set of apparatus, both on English and native models, was provided for both the high schools and the training college. Physical education was made compulsory in the case of students of the latter institution, and introduced as one of the subjects of their college course. In 1877-78 six gymnastic teachers were appointed, one for each district, to give instruction and to superintend the work of masters where the people had, with or without the aid of Government, open gymnasia in connection with their schools. Masters sent from the training college have popularised the scheme, the people have taken great interest in it, and have contributed largely for purchase of apparatus, &c. Their contributions during the years 1879-80 and 1880-81 amounted to nearly Rs. 1,400. On the 31st March 1882 there were 120 gymnasia or play-grounds attached to primary schools besides those for the high schools and the training college, and they were all provided with *malkhams*, dumb-bells, *karelas*, *latas*, and many of them with horizontal and parallel bars.

83. No special provision is made for moral training, but this is indirectly included under the usual school training, as the reading books contain pieces

on all subjects relating to man's duty towards God, himself, his relations and friends, and towards the lower animals. In many of the lessons the moral is distinctly pointed out or the pupils made to deduce it from the stories read.

Section H.—Grants-in-aid.

84. The systems adopted in Berar for aiding private schools are two; *viz.*, lump grant system and result grant system. Under the former a fixed sum is paid every month to the managers of a school, and under the latter the grant is paid to the master of the school once a year, according to the number of pupils passed under the several heads of the standards. The grants under the former system are very much larger and give a greater stability to the schools, but they have not been found to produce adequate results. The teachers are responsible only to the managers who appoint them, and the results of Government inspection seldom affect their status. Hence there is no progressive improvement and the schools lag behind. Though liberally aided, they have not been found to compete with schools of the same class managed by Government in efficiency, and, on the whole, they have been more expensive than Government schools. Under the latter system the schools earn nothing more from Government than what they become entitled to under the rules, and the teachers have therefore to be more careful to gain the largest amount by passing the largest number of pupils; but the number of pupils in these schools is generally small, and the best teacher cannot expect to get as much grant as would cover half the ordinary cost of his labours. Hence his interest in his profession is not permanent, and he gives it up at pleasure or combines with it others more or less lucrative. The schools, therefore, are less lasting than those aided under the lump grant system, but more repaying.

Rules for administering each grant.

85. The rules for administering each of the two systems are given in Appendix D. They are all intended for primary schools teaching a course of four years. No higher education is expected to be taught in any of the existing schools.

The amount of the grant payable, &c

86. The following statement will show how far the grants sanctioned are sufficient or otherwise. It does not include all the aided schools.

Kind of School.	No. of Pupils on roll on 31st March 1882.	Nature of instruction given.	Monthly contribution of the people, including fees.	Monthly Government grant sanctioned.	Remarks
			Rs. A. P.	Rs. A. P.	
Ellichpur, European and Eurasian, English (mixed) . .	11	Primary in English.	10* 0 0	50 0 0	* This sum is paid in shape of fees and expended by the Committee on contingencies, rent, &c.
Yeotmal, European and Eurasian, English (mixed) . . .	24	Do.	65 0 0	65 0 0	
Akola, European and Eurasian, English (mixed) . . .	16	Do.	36 10 0	30 0 0	
Amraoti, Mission, Vernacular (boys)	51	Primary in Vernacular.	30 0 0	30 0 0	
6 Village schools, Vernacular (boys)	117	Do.	36 3 4 Average per school	36 3 4 Average monthly grant.	
10 Vernacular indigenous schools for boys which obtained the highest amount of result grants	514	Do.	10 0 0	37 1 0 for 10 schools, or Rs. 3-12-0 per school.	
3 Girls' schools (Vernacular) .	87	Do.	25 0 0	25 0 0	

It will be seen that, for the same kind of instruction, grants at varying rates have been given to the same class of schools. The Akola Eurasian School gets Rs. 30, the Ellichpur School Rs. 50, and the Yeotmal School Rs. 65. The schoolmistress of Akola, who is well spoken of, gets Rs. 40 per mensem, with free lodging; the mistress at Ellichpur gets Rs. 50; and each of the two mistresses at Yeotmal Rs. 40. Government pays half the expenses or more, and the expenses themselves vary considerably.

The master of each of the six village schools was appointed on the same salary as that paid to the master of a Government school of the last class, and as the number of pupils taught by him was smaller, and the results of his teaching not so good as in the case of Government schools, the grant must be held to be at least sufficient. Each of the ten indigenous schools taught on an average 51 pupils, and received a monthly grant of about Rs. 3-12-0 for results not less satisfactory than those of the six village schools or the Amraoti Mission School. In Bengal the average amount of grant given to a school was in 1880-81 Rs. 8-8-0, while that given to a school in Berar in 1881-82 was Rs. 16-9-6.

The three girls' schools get from Government half the cost of their maintenance, and the salaries of masters are the same as those of masters of Government schools of the last class. For the instruction given, masters on higher salaries are not required, and the grants, therefore, are sufficient.

Section I.—Inspection and Control.

87. The general control over all the Government schools is vested in the Director of Public Instruction, but the vernacular or village schools are placed immediately under the control of the Deputy Commissioners. The Anglo-vernacular schools are under the immediate control of the Educational Inspector, and the high schools and the training college are under the control of the Director of Public Instruction.

(*a*) Examinations are held by the officers of the Educational Department only. The Director of Public Instruction, with the assistance of the Educational Inspector and the Deputy Inspectors, examines the high schools and the training college, the Educational Inspector examines the Anglo-vernacular schools, and the Deputy Inspectors examine the primary schools, Government, aided, and unaided. The Director of Public Instruction also inspects as many of the Anglo-vernacular and Government and private vernacular schools as he can while on tour, and the Educational Inspector similarly inspects the vernacular schools.

(*b*) Deputy Commissioners and their subordinates visit schools and look into their general state and progress, find out their wants, point out defects, and take steps to promote their interest.

(*c*) Every village school has its own committee, consisting of three or more members, one of whom is the president. The committee is required to visit the school at least once a month as stated in the rules for their guidance, given in Appendix E.

Schools aided by fixed monthly grants have their own committees of management. They raise and control the funds, appoint the masters and superintend their work, leaving it to the Educational Department to hold a thorough examination once a year. The indigenous schools have no committees, being entirely managed by their head masters.

(*d*) No other agencies exist for supervising schools.

Each Government and aided school is thoroughly examined once a year, and afterwards as often visited by the inspecting officer as is possible. Each of the six districts has a Deputy Inspector for the inspection of Marathi schools. There is a Deputy Inspector for all the Urdu schools, and there is an Inspector for all the Anglo-vernacular schools in the six districts. The area of each inspecting officer, the number of schools and scholars he had specially to examine,

and the average duration and extent of his annual tour during the year 1881-82, will be learnt from the following statement:—

Inspecting Officers.	Area of the district in square miles.	No. of schools in the district on 31st March 1882.	No. of pupils in the schools at the time of the examination.	No. of days in the district.	Miles travelled. By rail.	Miles travelled. By road.	Miles travelled. Total.	Description of Schools.	No. of Schools inspected. Twice and more than twice.	No. of Schools inspected. Once.	Total No. of visits to all schools.	Distance travelled by ordinary road for each visit.
1	2	3	4	5	6	7	8	9	10	11	12	13
Educational Inspector .	17,711	22	3,989	154	1,096	1,046	2,142	Government . . .	...	167	167	6·2
Deputy Educational Inspector, Akola.	2,660	101 130 1	5,635 1,565 58	163	254	985	1,239	Primary {Government. Private . . . Jail school . . .	10 ... 1	99 95 ...	119 95 1	4·6
Deputy Educational Inspector, Buldana.	2,804	76 82	3,147 917	177	86	1,545	1,631	Primary {Government. Private. . .	81 ..	... 44	164 44	7·4
Deputy Educational Inspector, Basim.	2,058	57 87	2,217 548	134	...	1,330	1,330	Primary {Government. Private. . .	58 ...	... 30	116 30	8·7
Deputy Educational Inspector, Amraoti.	2,750	93 69 1	5,484 1,009 74	159	60	1,188	1,254	Primary {Government. Private. . . . Jail school . . .	41 3 1	56 45 ...	145 52 2	8
Deputy Educational Inspector, Wun.	3,907	46 36	1,956 208	159	...	1,263	1,263	Primary {Government. Private. . .	46 ...	2 14	108 14	10·6
Deputy Educational Inspector, Ellichpur.	2,623	72 64	3,316 922	159	...	1,358	1,358	Primary {Government. Private. . .	48 1	27 43	133 45	7·6
Hindustani Deputy Inspector, Hyderabad Assigned Districts.	17,711	*56 80	2,730 308	196	391	1,117	1,508	Primary {Government. Private. . .	4 ...	52 17	61 17	14·1

* These schools are counted twice,—once under their respective districts for the District Deputy Inspectors, and again for the Hindustani Deputy Inspector.

The above statement (columns 2, 3, and 4) shows the extent of work of each of the inspecting officers named. Every officer of the Department visits other schools besides those specially assigned to him, but his inspections are not so searching as those of the officer who has the sole charge of the schools. The code of rules for the guidance of inspecting officers regarding their tours and examinations is given in Appendix E. The examinations are as thorough as they can be expected to be. Each pupil is questioned individually, and unless he obtains 33 per cent. of the marks under each head of the standard, he is not declared to have passed. The progress of each pupil is also tested with reference to his total standing in the school and in the class, and the teacher is held accountable for any inadequacy.

The inspecting officers when at head-quarters are required to write for the Berar School Paper, a monthly periodical intended for the instruction of schoolmasters and school committees, by placing before them some information on school and other subjects. No other special work is required of them during the period.

Cost of inspection and control.

88. The cost of inspection and control for the year 1881-82 is shown in the following table:—

Heads.	General Revenues. Rs. A. P.	Educational Cess. Rs. A. P.	Total. Rs. A. P.	Percentage on Total Expenditure.
Direction	18,420 15 3	...	18,420 15 3	5·4
Inspection	28,802 2 4	449 1 1	29,251 3 5	8·6

Section J.—District and Branch Committees or Local Fund Boards.

89. There are no district and branch committees of any kind in Berar.

Section K.

Grant or aid by municipal bodies.

90. Only one municipality in Berar, that of Ellichpur, has undertaken to maintain and control schools. Municipal resources are stated to be too small or insufficient for works of conservancy and improvement. The Amraoti Municipality used to pay the rents of the buildings hired for the Government Anglo-vernacular and vernacular schools in the town, but it has now ceased to do so for want of funds. The Municipalities of Akola, Amraoti, Khamgaon, and Basim pay half the cost of the girls' schools at those places, as under the instructions of the Government of India

these schools could not be maintained without this assistance. The Ellichpur Municipality pays for the maintenance of one primary school wholly and for that of another partially, or Rs. 19½ per mensem. The management of all these schools, however, has been left to the Educational Department.

SECTION L.

Withdrawal of Government from the direct management of schools or colleges.

91. There are no colleges in Berar, and it has not been found practicable during the short period of the existence of the Department to withdraw Government aid from schools except by closing them; nay, for some years after the formation of the Department, it was the policy to enter into competition with indigenous schools and to absorb them bodily into Government schools, appointing the masters of the former as assistant masters in the latter. An impression was produced that to get employment in the Educational Department it was simply necessary to start a school in opposition to a Government school. This policy was hurtful to private as well as to Government schools. The ignorant masters of the former had no other motive but to take away boys from Government schools, and their appointment in Government schools had the effect of lowering the efficiency of those schools. The Department established two high schools and numerous middle-class schools, and it became necessary to have good primary schools to feed them, the indigenous schools being quite incapable of assisting. The people might have been induced to contribute a little towards the expenses of a high school if the two schools had not been opened by Government in the first instance. There is, however, no influential private agency in Berar, and if Government were to withdraw its aid from any of the high schools, it is not probable that one equally efficient will be established in its place. No private schools for secondary education were ever started to compete with Government schools,—nay, no private effort was made to replace any of the 30 Anglo-vernacular schools which Government closed for want of appreciation. Indigenous schools for elementary instruction have sometimes been opened in places where there were Government schools, but nowhere have they been found to satisfy the local wants, and whenever a desire was expressed to withdraw the Government school, to give greater scope to the private school, the people gave up their connection with the latter through fear of losing the former. The people pay educational cess, and say they have a right to ask for a Government school. Sometimes they have gone so far as to say that they would object to pay the cess if they did not get the promised return for it.

SECTION M.—GENERAL RELATION OF DEPARTMENTAL OFFICERS TO PRIVATE SCHOOLS, &c.

92. There are no Government or private colleges in Berar, and the relations of the educational officers to private schools in competition with Government schools are restricted to inspection under the terms of the grant-in-aid rules. The officers try all in their power to improve the state of the private schools by giving the teachers advice and encouragement, and showing them how to increase the efficiency of their teaching powers and to earn larger grants. Hence all private schools in the province seek Government inspection and aid.

IV.—General Summary and Recommendations.

93. The foregoing memo. will show that education has considerably advanced in this province since the organisation of the Education Department; but there is yet much more to be done. There are in the province 34 towns, each containing more than 5,000 people; 1,443 villages, with population varying from 500 to 5,000 people; 1,883 villages, with population varying from 200 to 500 people; and 2,225 villages, each having less than 200 people. There are 477 Government schools for boys and girls in 415 towns and villages, and 419 private schools in 303 towns and villages in which there are no Government schools. The number of towns and villages in which a Government or a private school exists is therefore 718, and supposing they all belong to the class with more than 500 people, there remain 725 such places without schools. There may be many villages with less than 500 people which would support schools or branch schools. According to the census returns there are 321,432 male children of school-going age (between the ages of 5 and 15), while the number returned as under instruction

is 35,891. Supposing that this number includes very few boys above the age of 14, or below the age of 5, it will be seen that about 89 per cent. of boys of school-going age are not under instruction. So that, taken either with reference to villages or number of boys, the existing provision for education admits of very considerable extension.

94. It may appear desirable to consider the question of extension not by itself, but with reference to a system of national education as affecting the interests and progress of the whole country. The population of each village, town, and city has just been ascertained, and thereby its educational requirements also. From statistics at hand a correct estimate can be easily formed of the extent of education of elementary or secondary class required at any particular place, and the cost of giving it efficiently can be easily ascertained after taking into consideration the localities of the places. After this is done, measures should be adopted to provide for that education.

95. The wants of the province may be thus estimated. It has already been stated that there are 725 villages, each having more than 500 people without schools. There are schools or branch schools at present fairly maintained in such villages, and therefore all of them should have them. If any of the smaller villages or group of villages should apply for a school, promising to keep an attendance of not less than 20 boys permanently, it should be given to it. There will be many small villages able to maintain an attendance of about 20 boys for a few years, or for some seasons, and they should have teachers for those years or seasons. For this purpose about 100 more schools will be required than the number mentioned above. The instruction in the smaller schools will, of course, be most elementary, embracing a course of three or even two years. In larger villages having more than 2,000 people the schools will finish the whole of vernacular primary course.

96. A middle-class school teaching three standards in English in addition to primary course is likely to succeed at places containing about 8,000 people and at smaller zilla and tahsili towns. Probably all such will be municipal towns which will apply for and contribute to maintain middle schools. At present there are 22 Anglo-vernacular schools in the province, besides the two sections of the high schools; but with three exceptions they teach only two standards, and most of them are not as yet capable of maintaining a good class under the 3rd standard. According to the proposal above made there will be about 15 middle-class schools, and they will be enough for the province.

97. There are only two towns in Berar each having a population of more than 20,000 souls; but the larger of them, Ellichpur, situated at the foot of the Satpura, and having but a very small number of educated people, is not a fit locality for a high school. The second town is Amraoti, which, on account of its official importance and commercial activity, appears to be the only place capable of supplementing the provincial portion of the high-school attendance, and the school now in it should be well supported. Akola is losing its official importance, and in a few months more it will be nothing better than an ordinary zilla station, without a sufficient mixture of official element in its poor population for the maintenance of good high-school classes. Its high-school, therefore, if kept up, should be on a smaller scale than the one at Amraoti.

98. The second question for consideration is how to provide funds for the estimated requirements. It is only the extension of primary education, so much wanted, that requires additional funds. The amount of funds will depend upon the system employed for effecting the extension. Can it be done under the cheapest system, *viz.*, of holding out hopes of result-grants to indigenous and private teachers? Experience shows that the scheme will not produce the desired effect. Even under a liberal scale the result-grants to such schools will be very small, and the people cannot afford to pay fees for the maintenance of a tolerably well qualified teacher. Can schools be established in villages under a lump-grant system, Government promising to contribute half the charges? Such schools have failed in Berar, and in other provinces also, and they were never found to give satisfactory results. It was owing to this state of things that induced Government to lay down that

primary education should be provided for, and managed by, its own agency. In paragraphs 48 to 53 of his Despatch No. XXI of 7th April 1859, the Secretary of State for India has observed that "Her Majesty's Government can entertain little doubt that the grant-in-aid system is unsuited to the supply of vernacular education to the masses of the population; that it appears to them, as far as they have been able to form an opinion, that the means of elementary education should be provided by the direct instrumentality of the officers of Government." The levy of an education cess on the land revenue was authorised for this purpose, and has been collected in Berar since 1868. The present income from it is about Rs. 1,00,000 per annum. Out of this sum Rs. 53,000, with a Government grant of Rs. 77,000, are allotted to the establishment of the Government vernacular schools, and the remaining portion of the cess-money is spent on school buildings, furniture, and repairs. It will thus be seen that while 5,585 towns and villages contribute to the education cess, only 415 of them, the largest, derive direct advantage from it. Under a general tax, it may not be possible to ensure equality of benefits derivable from it; but in this instance the tax benefits the upper few at the expense of the lower many. It is desirable to give as much advantage of it to the latter as it is possible to do. There are Government schools at 415 towns and villages, and if the recommendation of having them at all the places having about 500 people be approved of, at least 1,000 more cess schools will be required, and if about 100 itinerant teachers be appointed for the smaller villages, provision for 1,100 teachers will have to be made. A salary of Rs. 8 per mensem, the same that is at present paid to the teachers of branch schools, will be enough for teachers of schools of the smallest class; and taking it for granted that all the new schools required will be of this class, a sum of about Rs. 1,06,000 per annum will be required for them. To make up this sum the balance, Rs. 47,000, of the cess-money now devoted to buildings, &c., should be given, and the Government contribution to vernacular education raised to Rs. 1,00,000, under the terms of the Government of India's Resolution No. 60, dated 11th February 1871. Taking the average of the fee collections of each of the 1,100 new schools to be Re. 1-8-0 per mensem, the annual income will be about Rs. 19,800. Under this proposal a sum of about Rs. 89,800 will be available for the schools, and the balance of Rs. 17,000 can be provided for by utilising the fees (about Rs. 25,000) of the present vernacular schools for paying a portion of their establishments. This proposal leaves no margin for the extraordinary charges of the schools, and it may appear desirable to increase the rate of education cess to 2 per cent., as it obtains in the adjoining provinces of Bombay and Nagpur. The increase will add about Rs. 30,000 to the popular fund, and will be more than sufficient to meet all the ordinary and extraordinary charges contemplated in the scheme.

99. To carry out the scheme successfully, and to encourage the people to bear cheerfully the present, or to impose on themselves additional taxation, it is necessary that they should be allowed to take share in the management of the schools. Each village should have its local committee, and it should have at its disposal the educational cess of the village, the fees, and the Government contribution. There is very little doubt that they will commence to take greater interest in the schools than they do now, and manage the funds entrusted to them, and if properly advised and encouraged, they will augment them or even endow the schools. The cess of the smaller villages which will not support schools permanently should be entrusted to a taluka committee for maintenance of seasonal schools, and for distribution to such of the other village schools as may be in need of help. This committee should also be confided with the work of re-distributing the establishments of the present Government vernacular schools in a fair way, and to place them on a basis adapted to the funds available for their taluka in accordance with a provincial system of primary education. The committee should prepare the budget for the taluka in consultation with the Deputy Inspector. It will be seen that the proposal for extension of primary education is based, as far as funds and management are concerned, on a system of grants-in-aid, Government contributing a fixed sum, and the people making up the rest of the necessary expenditure from the education cess, from fees, contributions, from town funds, proceeds of local taxation, and subscriptions. Government should fix the limit of the salary of the master of the

smallest school to be not less than Rs. 8, and authorise or rather desire the local and taluka committees to raise it, and to provide the necessary staff of assistants according to the number of pupils to be educated and the kind of instruction to be imparted. Government must undertake the duty of paying the salaries of the teachers through its treasuries; for, unless this is done, there will be no confidence in the working of the system, and the educational service will be the least coveted. The educational cess is collected and kept by Government; the fees may be ordered to be paid into the treasury every month, and the other items which will have to make the total of the cost may be ordered to be paid into the treasury in advance for three or six months.

100. It is proposed to establish 1,100 new vernacular schools, and the proposal involves the substitution of Government schools in place of 303 private schools situated in places where there are no Government schools. The object of this is to equalise the advantages of the payment of education cess by the people. The object of the cess was not only to provide means for extension of elementary instruction, but to relieve the people of any additional heavy burden of direct payment in the shape of subscriptions or fees. In other provinces the cess-payers are either exempted from payment of fees, or are required to pay nominal fees. In Berar every pupil without exception pays fee, and it is not quite nominal. But the people of villages which have no Government schools pay cess along with others, and have to pay to the indigenous master twice or four times as much fee as their fortunate neighbours have to pay in Government schools. This is sheer injustice to them, and is caused by Government having for some reason or other found themselves unable to extend to them the education which they desired, and for which they already pay. The case of private schools in places where there are Government schools is a different one. They are generally situated in larger villages and towns in which one Government school will not supply the demand, unless Government undertook, as it should do, to meet it by having the necessary supply of branch schools, and equalising the people's share of expenditure on education of the same kind. There would, of course, be no objection to call upon the well-to-do non-agriculturists to pay something more in the shape of fees either by Government, or by municipal or town committees, undertaking to provide means for their towns.

101. By the substitution of schools managed by committees appointed or approved by Government, and assisted in certain matters, it is not proposed to do away at once with the indigenous or private teachers having schools. They will, no doubt, be very glad to avail themselves of the system of fixed salaries, which Government will be prepared to give under the proposal, and as long as they do the work which people require, and which Government is anxious to have performed intelligently, they should not be disturbed.

102. It is essentially necessary that the instruction to be given to the masses should be quite intelligible to the people, practically useful, popular, and complete in itself. The primary instruction will, of course, be connected with secondary instruction; but the two courses should not be part and parcel of one imperceptibly mingled. The first has a prior and independent function to perform, and should not be allowed to be absorbed into the second, as some of those, whose ambition it is to go up to the top of the ladder, would wish to have. If the course of primary instruction be shaped so as to give effect to their wishes, there will be great risk of its becoming ineffective and unpopular with the masses. Instruction imparted in indigenous schools is generally taken to be the standard of what the people want, and to a great extent this is correct. The subjects of it are almost the same throughout the whole of the country, but the methods of teaching them may be found to be different in different parts. The endeavours which have been made to improve the methods in Berar have met with the approval of the people, and they are willing to accept whatever more can be usefully added to the instruction of indigenous schools. The present third standard, minus the little grammar that is taught, plus simple questions in simple proportion, without fractions, will be all that the masses will care for, and should form the lower primary course. Two more yearly courses should constitute the upper primary course. Students willing to learn English should be allowed to do so after passing in the fourth standard,

in which they will learn elementary grammar of their own language, and will thus be able to proceed with English systematically and with greater ease. The fifth standard without English should be the final standard of the upper primary course. A village of an ordinary size will, of course, require the first three standards; but there will be many small and out-of-the-way villages which will be contented with the second standard, and this, with arithmetic up to division and more practical use of the tables, will be something not quite worthless.

103. The inspection of the schools should be entirely entrusted to Government Inspectors, and the number of schools in the charge of each should not be more than 150. His inspection should be thorough and tending to promote the usefulness of the instruction imparted in all the schools, and the result of the inspection, with a consideration of the circumstances producing it, should always affect the position of the master. What Government should care for is, not instruction of any sort, whether it costs anything or not, but such instruction as will really benefit the people. In the memo. of statistics it has been stated that most of the indigenous schools are of very uncertain tenure, and with many of them the people have put up simply because Government have been unable to comply with their wishes. There would be no objection to authorise the school committees to appoint their own masters; but proved inefficiency should not be tolerated by Government, even if it be supported by the people on account of township, relation, caste, &c.

104. It will not be possible or even necessary to train teachers for the numerous small schools. For them the masters of larger schools may be allowed to train their grown-up pupils in the fifth and sixth standards without English, and in some knowledge of school-keeping and practical teaching, and they should be allowed Rs. 25 for passing each student. The students passed should be granted certificates by the Inspectors, and the school committees will then be at liberty to employ them on salaries to which they may have become entitled. For places of Rs. 12 and more, men should be trained, as at present, in the training college.

105. The selection of the members of the school committees should, if possible, be made by the people themselves triennially. In towns the committees appointed under the authority of the Commissioner's Book Circular No. XIV of 1881 by Government will also be the school committees. Each of the taluka committees should be composed of six members; three of them may be members of school committees in the taluka, and three appointed by Government. At the triennial elections, the old members may be eligible for reappointment. The president of a school committee should be entitled to a chair in the presence of Government officers.

106. Proper inspection is the soul of efficient working of schools, and the present staff of zilla Inspectors will not be sufficient for the increased number of schools. Assistant Inspectors will be required, and they should be men of education and position, and not mere schoolmasters, who will be little less than a burden upon the teachers themselves. The salary of each Assistant should not be less than Rs. 50, with a travelling allowance of one rupee per diem. This increase will no doubt increase the expenditure on inspection, but not the percentage of it to the total expenditure. The desirability of combining the offices of the Director of Public Instruction and the Educational Inspector may be considered, as the necessity of having two higher officers for the province may appear to be doubtful. If the number of middle-class schools be reduced, one officer will be quite enough to look after them and the high schools.

107. The 15 middle-class schools recommended for the province should be independent institutions or sections, teaching three Anglo-vernacular standards after the fourth vernacular. At Amraoti and Akola they may be middle sections of the high schools, and placed under the immediate superintendence of the head masters; and at other places the vernacular schools may be the primary sections of the middle schools, and placed under the immediate superintendence of their head masters. The lowest salary of the head master of a middle-class school having 50 pupils and more should not be

less than Rs. 75, and it may not rise above Rs. 100. The two assistants in such schools should get Rs. 40 and 30. In schools having a smaller number the head master should have Rs. 50, and the two assistants Rs. 30 and 25. There should be no middle-class school for less than 30 English-learning pupils. These schools will be all situated where there are municipal or town committees, which should be required to look after their management and to contribute at least one-fourth of the cost of their maintenance. The other expenditure should be borne by Government, as the schools will not be merely local, but for one or two talukas. About half the portion of the local committee's share will be made up from fees, if recovered, at the rate of eight annas per pupil. The cost of the Government portion of the establishment of the present Anglo-vernacular schools teaching the vernacular classes should be added to the Government grant to primary education of the province. The towns having middle-class schools will, of course, come in for a fair share of this grant for vernacular education in them in addition to their cess. The Government portion of the cost of the middle-class schools, as proposed, will be more than made up by re-distribution of the present establishment of Anglo-vernacular classes in the Anglo-vernacular schools, and Government may grant the surplus to pay personal allowance to those teachers who now draw more than at the proposed rates. The lowest salary proposed for an assistant in a middle-class school is Rs. 25 per mensem, and matriculated men of Berar and the Bombay Presidency can be easily obtained for it.

108. The high-school course will consist of four standards, terminating with the matriculation standard. It will be possible to reduce the number to three, as the history of the matriculation standard has been reduced; but the Bombay University is exacting, and unless the Bombay authorities see fit to modify the Anglo-vernacular course of that presidency, it will not be judicious to make any alterations in it in Berar. Under the proposed classification each of the high schools will require four teachers, including the head master and excluding the drawing master. The salary of the head master at Amraoti should not be less than Rs. 250, and the three assistants may be on Rs. 125, 100, and 75, and the drawing master on Rs. 50, making the total establishment to be of Rs. 600 per mensem. The salary of the head master at Akola may be Rs. 200 and the other establishment the same. As in the case of middle-class schools, the municipalities should be required to contribute one-fourth the cost of these schools; about half of their share they will be able to make up from fees, if they charge them at the rate of one rupee per pupil. The management of the schools, and the expenditure of the funds of the high and middle schools, may be made over to the municipalities and town committees, and a hope expressed that endeavours will be made to endow the institutions.

109. If the proposal for distributing the Anglo-vernacular standards between the high and middle schools be adopted, it will be necessary to re-distribute the number of scholarships tenable in those schools. It may appear desirable to have on an average three scholarships for each of the classes in the middle schools and five for each of the classes in the high schools.

110. The present standards of studies require revision, and the consideration of the subject has been postponed on the understanding that the Education Commission would lay down some broad lines of demarcation between the primary, middle, and higher courses for the whole of the country. A course of ten years for the whole of school education would appear to be sufficient. Primary education may have five years; three for the lower and two for the upper primary. The lower primary course should be adapted to suit the wants of the masses, and should embrace fluent reading in the Deva Nágari and Modi characters, writing middle-hand in the same, arithmetic including easy sums in proportion, and mental arithmetic for bazaar use, and geography of the province. The upper primary course should include advanced reading, in prose and poetry, with thorough understanding of the subjects, a fair knowledge of the grammar of the pupil's vernacular, a knowledge of the history of the province, if of any importance, and of India, and of the system of government, geography of India and general geography of the four quarters, writing in small hand, arithmetic including compound interest, and a sanitary primer.

111. For pupils wishing to go up to the middle and higher courses, it will not be necessary to finish the whole of the primary course before beginning English; for they will not be able to finish both the courses in five years, nor can they begin it after completing the lower primary course, as their ignorance of the grammar of their vernacular would be a great impediment to their progress. English should, therefore, be commenced after the 4th vernacular standard, and the middle course commencing with it should extend over three years, and should embrace as much knowledge of English as would enable the pupil to understand easy books and write to dictation in a small hand; the whole of arithmetic; advanced knowledge of vernacular prose, poetry, and grammar; advanced knowledge of the history of India and of geography of the world; and introduction to the study of a classical language for those who would wish to enter upon the upper course.

112. The upper or high school course will prepare pupils for the matriculation examination, and embrace the necessary amount of English prose, poetry, grammar and idiom, history of England, with revision of the history of India, algebra, Euclid, geography with map-drawing and use of the globes, principles of natural science, and fair knowledge of a classical language.

113. In connection with the standards it may be mentioned that suitable books are yet required for some of them. For the lower primary classes the readers prepared by the Educational Department, the books on multiplication tables and geography of the province, would appear to be suitable. The three higher vernacular Readers of the Bombay Presidency used in Berar, containing translations of articles or treatises on literary and scientific subjects, are not only too big to be taught within the periods for which they are intended, but too high for the powers of boys and even of masters to comprehend, and hence cannot be taught in schools with profit. It would be desirable to abridge and simplify the matter. Each Reader should be for one year, and, as far as possible, each lesson for one day. A good class-book on the history of India in Marathi, and one on the geography of the world, appear to be wanting. Urdu Readers for advanced classes containing pieces on various subjects do not appear to have been printed anywhere.

114. Female education has not taken root in Berar, and it is difficult to suggest means for encouraging and spreading it. The school registers show that the upper and official classes do not perceptibly take advantage of the schools, and with the lower classes the attendance is a matter of convenience and pressure of the collecting woman. The progress made, therefore, is scarcely perceptible. The official element is mostly foreign, forming family connections with the people of their own country, and hence the young girls after marriage do not reside long in the province, and are seldom found in schools. The natives of the province cannot have much sympathy with the movement until the rising generation has received higher education, imbibed liberal sentiments, and shown bias for educated companions so as to induce the parents of future brides to give them some education. It is doubtful whether any other agency than that of schools will better tend to promote female education for some time to come, and the policy, lately sanctioned by the Resident, of giving schools when applied for, even for small attendance, without requiring the people to contribute half the cost, would appear to be the best under the circumstances. It is probable that if schools or branch schools for 10 or 15 girls be allowed with small establishments, their number will increase, and the increased number will bring female education more before the people and do more for spreading it.

115. The agency of village, town, and municipal committees has been recommended for the management of primary and secondary schools; and if that be employed, there will be very little room for private agency. Of course, smaller sections of the community, such as Eurasians, Parsis, may have separate schools for their children and receive grants-in-aid, but there will be no necessity of starting up private and indigenous schools for general education, except in large towns, the committees in which will not be able to afford funds to satisfy all the educational wants of the people. In such places only Government may have to give grants to private schools. These should be according to results and not fixed, as the teachers being irresponsible persons, and not liable to be dealt with according to their work, it will be an unpleasant duty to lessen afterwards

for ill-success the amount of grant originally fixed. It seems, however, desirable that the standards for aided schools should be the same as those for cess schools, and the rates of grants considerably increased, so as to give to the teacher half the amount of the cost of a school managed by recognised agencies, attended by about an equal number of pupils, and producing passable results. This will give great encouragement to private teachers, who can work efficiently. If the expediency of aiding none but certificated teachers be decided upon, there will be less chance of pupils of private schools making slow and unequal progress. The people cannot as yet properly distinguish between efficiency and inefficiency, and the certificate will be some guide to them to avail of the services of the possessor.

116. The chief points to be considered in placing the educational system of the province on a sound and permanent basis would appear to be: (1) compulsory attendance at school of children of certain age; (2) provision of funds for the necessary number of schools; and (3) recognised agencies for management of schools. It does not appear to be necessary or desirable to use compulsion on the subject of education. The people generally are very willing to take advantage of it when placed within their reach and means, and the number of applications for schools and the dissatisfaction caused by refusing them clearly point that what Government has to do is to satisfy the existing want, and thereby increase the desire for education in the smaller villages, instead of laying down that every child should be educated. Compulsion creates opposition, and, if used, would suppress that free will the growth of which is marked and should be fostered. On this point, therefore, legislative measures appear to be uncalled for.

117. As regards funds, what is wanted for the present is an equitable distribution as suggested above, instead of an immediate increase. Government should increase the allotment for primary education out of the total grant for education instead of cutting down the latter, and laying down that the former is extraordinary, and that its gradual reduction and abolition are contemplated. It is necessary to increase the rate of educational cess to 2 per cent. as obtaining in the adjoining provinces, and if any legislative measure is necessary to do this, it may be taken.

118. The local agency proposed for each town and village for the management and immediate supervision over the schools would appear to be the best. The experience of the working of the present school committees points out that the increased powers which it is proposed to give to the local agencies in the management of education funds will enlist greater sympathy, increase the amount of local contributions, and in many instances elicit a desire for self-taxation, and to give scope to it. It may appear necessary to pass an Act empowering the local agencies to suggest with the consent of the people *measures of a certain description* to increase the funds necessary for the educational wants of their towns or villages. The provisions of the Act applicable to the case will have to be introduced with the sanction of the Resident.

V.—Tabular Statement.

119. The five tabular statements required are annexed. They call for no explanation or remarks.

NARAYAN B. DANDEKAR,

Director of Public Instruction,
Hyderabad Assigned Districts.

AKOLA,

19th August 1882.

Return of Arts Colleges, Schools, and Scholars in the Hyderabad Assigned Districts for the official year 1881-82.

No. of Revenue Districts.	Total area of Province.	No. of towns and villages.	Total population.	Institutions.	University education.	School education, general.			Training Schools, or special schools attached as Departments to General Schools.						Grand Total.	Percentage of		Remarks.
					Arts Colleges.	High Schools.	Middle Schools.	Primary Schools.	Schools of Art.	Medical Schools.	Engineering Schools.	Training Schools.	Industrial Schools.	Other Schools.		Colleges and schools to number of towns and villages.	Male scholars to male population and female scholars to female population.	
1	2	3	4	5	6	7	8	9	10-*a*.	10-*b*.	10-*c*.	10-*d*.	10-*e*.	10-*f*.	11	12	13	14
				Institutions—For Males	...	2	5	876	...	...	...	1	...	...	884	15·8	...	
				Institutions—For Females	...	...	...	12	...	...		...	...	...	12	·22	...	
6	17,711	5,585	2,672,673	Total	...	2	5	888	...	...	...	1	...	...	896	16·04	...	
				Scholars—Males	...	61	242	(*a*) 35,040	...	...	...	79	...	...	35,422	...	2·5	(*a*) Includes 1 male scholar attending a female school.
				Scholars—Females	...	...	...	(*b*) 469	...	...	...	...	...	...	469	...	·03	(*b*) Includes 102 female scholars attending schools for males
				Total	...	61	242	35,509	...	...	...	79	...	...	35,891	...	1·3	

Return of Schools and Scholars in the Hyderabad Assigned Districts for the official year 1881-82.

Class of Institutions.	Government Institutions.							Aided Institutions.							Unaided Institutions under regular inspection.							Grand total of Institutions.	Grand total of scholars on 31st March.	Grand Total of Classification, according to Race or Creed, of the scholars on 31st March.						Remarks.
	No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of scholars on 31st March learning			No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of scholars on 31st March learning			No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of scholars on 31st March learning											
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28-a	28-b	28-c	28-d	28-e	29
Arts Colleges.																																
University education { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
University education { Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools for General Education.																															
School education. Boys. High schools. { English	2	61	50·3	41·5	61	59	60	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	61	61	59	60	1	..	59	1	...	
High schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle schools. { English	5	242	208	172·9	242	217	242	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	242	242	217	242	...	8	231	7	1	
Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Primary schools. { English	461	(b) 28,305	27,013	19,750	730	30	28,305	3	(a) 51	50	42	46	5	...	...	...	...	...	...	...	...	3	51	46	5	...	50	1	...	...	...	
Primary schools. { Vernacular								205	(a) 4,313	4,058	3,425		22	4,091	207	(d) 2,672	2,544	2,117	...	35	2,637	673	35,090	730	87	35,033	...	39	30,530	4,601	20	(a) Includes 32 girls.
Girls. High schools. { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(b) „ 53 „
Girls. High schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(c) „ 6 „
Girls. Middle schools. { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(d) „ 11 „
Girls. Middle schools. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(e) „ 1 boy.
Girls. Primary schools. { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Girls. Primary schools. { Vernacular	8	269	264	180	..	...	269	4	(c) 99	102	68	...	...	99	...	...	...	...	...	...	...	12	368	...	...	368	...	14	272	82	...	
Schools for special or technical training attached as Departments to General Schools, viz.—																															
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Training schools for masters	1	79	72	63	...	13	79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	79	...	13	79	...	...	66	13	...	
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	477	28,956	27,807·3	20,207·4	1,033	319	28,955	212	4,263	4,210	3,535	46	27	4,190	207	2,672	2,544	2,117	...	35	2,637	896	35,891	1,079	381	35,782	51	57	31,158	4,604	21	

I.—The term classical language in columns 7, 14, 21, and 26 includes European and Oriental classical languages.
II.—Where boys and girls attend the same school, the column of remarks should show the number of girls in boys' schools, and the number of boys in girls' schools.
III.—By aided schools are meant schools not managed by Government officers, but receiving aid from Provincial Revenues or from local rates or cesses, or, in the Madras Presidency, from Municipal Funds.
IV.—Unaided schools are those schools not managed by Government officers, and not receiving aid from Provincial Revenues or local rates or cesses, or, in the Madras Presidency, from Municipal Funds.
V.—The sub-divisions of column 28 regarding races or creeds will vary according to circumstances.

Return of Expenditure on Educational Establishments in the Hyderabad Assigned Districts for the official year 1881-82.

Class of Institutions.	Government Institutions.								Aided Institutions.								Unaided Institutions under regular inspection.						Total Expenditure.				Average annual cost of educating each pupil* in										Remarks.
	Provincial revenues.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments.	Other sources.	Total.	Endowments.	Subscriptions.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Other sources controlled by Government officers.	Other sources not controlled by Government officers.	Grand Total.	Percentage on total expenditure.	Government Institutions. Total cost.	Government Institutions. Cost to provincial revenues.	Government Institutions. Cost to local rates and cesses.	Government Institutions. Cost to Municipalities.	Aided Institutions. Total cost.	Aided Institutions. Cost to provincial revenues.	Aided Institutions. Cost to local rates and cesses.	Aided Institutions. Cost to Municipalities.	Unaided Institutions. Total cost.	Unaided Institutions. Cost to Municipalities.	
1	2-a	2-b	2-c	2-d	2e	2f	2g	2	3-a	3-b	3-c	3-d	3-e	3f	3-g	3	4-a	4-b	4-c	4-d	4-e	4	5-a	5-b	5-c	5	6	7-a	7-b	7-c*	7-d	8-a	8-b	8-c	8-d	9-a	9-b	10
Arts Colleges.	Rs.	Rs.	Rs.	Rs.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.							Rs.	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.			
University Education. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
University Education. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools for General Education.																																					
School Education. Boys. High schools. English	11,817	...	...	144	...	...	...	11,961	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,817	144	...	11,961	3·4	237 12 8	234 14 10	2 13 10	...	...	...	...	...	...	...	
School Education. Boys. High schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
School Education. Boys. Middle schools. English	11,566	...	...	501	...	...	...	12,067	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,566	501	...	12,067	3·4	58 0 2	55 9 8	2 6 6	...	...	...	...	...	...	...	
School Education. Boys. Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	949	...	658	1,598	·41	...	...	...	...	...	...	...	...	...	...	
School Education. Boys. Primary schools. English	1,23,610	53,322	596	13,720	...	...	...	1,91,150	940	...	...	218	...	...	440	1,598	...	...	...	...	...	...	1,26,698	67,062	13,938	2,07,898	58·9	7 1 2	4 9 2	2 7 8	0 0 4	31 15 4	18 12 9	13 2 7	...	...	...	
School Education. Boys. Primary schools. Vernacular									3088	120	120	12,516	...	...	704	16,548	...	...	...	...	...	...											4 1 3	0 12	2 3 4	7 0 0	6	...	...	
School Education. Girls. High schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
School Education. Girls. High schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
School Education. Girls. Middle schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
School Education. Girls. Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
School Education. Girls. Primary schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
School Education. Girls. Primary schools. Vernacular	1,433	863	496	...	...	...	...	2,792	312	...	150	...	150	...	120	732	...	...	...	...	...	...	1,745	1,659	120	3,524	·93	10 9 2	5 6 10	3 4 3	1 14 1	7 2 10	3 0 11	2 10 4	1 7 7	...	...	
Schools for special or technical training attached as Departments to General Schools, viz.—																																					
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Training schools for masters	8,571	...	...	...	...	...	...	8,571	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,571	...	...	8,571	2·4	119 0 8	119 0 6	...	...	...	...	...	...	...	
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Direction	18,421	...	...	...	...	...	...	18,421	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,421	...	...	18,421	5·2	...	...	...	...	...	...	...	...	...	...	
Inspection	28,802	449	...	...	...	...	...	29,251	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,802	449	...	29,251	8·3	...	...	...	...	...	...	...	...	...	...	
Scholarships Colleges	† 1,480	...	...	...	...	...	...	1,480	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,480	...	...	1,480	·4	...	...	...	...	...	...	...	...	...	...	
Scholarships Schools	6,380	...	...	...	...	...	...	6,380	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,380	...	...	6,380	1·8	...	...	...	...	...	...	...	...	...	...	
Buildings	6,940	22,215	...	...	...	...	...	29,155	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,940	22,215	...	29,155	8·3	...	...	...	...	...	...	...	...	...	...	
Miscellaneous	12,162	10,613	13	...	...	...	...	23,788	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12,162	10,626	...	22,788	6·5	...	...	...	...	...	...	...	...	...	...	
Total	2,31,182	87,362	1,107	14,365	...	...	...	3,34,016	4,340	120	270	12,734	150	...	1,264	18,878	...	...	...	...	...	...	2,35,522	1,02,656	14,716	3,52,894	...	...	...	...	...	...	...	...	...	...	...	

* The column includes expenditure from fees also.
† Rs. 120 on account of college of science are not included in this item under the authority of foot-note I.

I.—The value of scholarships attached to colleges other than arts colleges will not be considered and the stipends attached to training schools will be regarded as a part of the expenditure on training schools, and will not be included in the separate head "Scholarships."
II.—Fractions of a rupee are to be disregarded except in the calculations of the average annual cost of educating each pupil.
III.—Column 6 will show the proportion which the expenditure on each class of institutions, &c., bears to the total expenditure of the year.
IV.—In calculating the expenditure from Provincial Revenues or any other fund, all payments or contributions from fees or other sources credited to that fund should be deducted. Such payments should be shown as expenditure under the sub-head to which they belong
V.—The average annual cost of educating each pupil is to be calculated on the average monthly number of the students enrolled.

Return showing the Results of Prescribed Examinations in the Hyderabad Assigned Districts during the official year 1881-82.

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.					Number passed.					Creed of passed Scholars.			Percentage* of passed Scholars to total number at the beginning of the year on the rolls of the class examined.		
		Government institutions.	Aided institutions.	Other institutions.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Hindus.	Muhammadans.	Others.	Government institutions.	Aided institutions.	Other institutions.
1		2	3	4	5.	6	7	8	9	10	11	12	13	14	15	16			17	18	19
Arts Colleges.																					
Master of Arts		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Arts		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
First Arts or Previous Examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools Matriculation	Boys	2	...	...	2	8	...	...	...	8	4	...	...	...	4	4	...	...	19	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation.	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle School Examination.	Boys	2	...	...	2	36	...	...	...	36	23	...	...	...	23	22	1	...	59	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary School Examination.	Boys	24	...	...	24	164	...	...	...	164	109	...	...	...	109	109	...	...	48·2	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary School Examination.	Boys	394	66	...	460	2,921	248	...	...	3,169	1,404	83	...	...	1,487	1,356	122	9	35·4	Not obtainable.	
	Girls	4	1	...	5	15	6	...	...	21	11	4	...	...	15	13	2	...	57·9		

Note.—The Provincial Committees may in this table enter the results of any departmental examinations to which they attach importance.

* Where obtainable.

Education—General Form 5.

Return showing the number of Aided Schools on the 31st March 1871, 1876, and 1882, and of the grants awarded during the years 1870-71, 1875-76, and 1881-82.

	Class of Institutions.	No. of Schools.			Amount of Grant.			Remarks.
		1871.	1876.	1882.	1871.	1876.	1882.	
					Rs.	Rs.	Rs.	
Under Native Managers.	Arts Colleges . . English	...	...	...	...	...	...	
	Arts Colleges . . Oriental	...	...	...	...	...	...	
	General Education.							
	Schools . English . For boys	...	...	...	...	...	...	
	Schools . English . For girls	...	...	...	...	...	...	
	Schools . Vernacular . For boys	...	66	205	...	2,646	3,328	
	Schools . Vernacular . For girls	...	1	3	...	300	612	
	Special Schools attached as Departments to General Schools.							
	Schools of art	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	
	Engineering schools	...	...	...	...	...	...	
	Training schools for masters	...	...	...	...	...	...	
	Do. for mistresses	...	...	...	...	...	...	
	Industrial schools	...	...	...	...	...	...	
	Other schools	...	...	...	...	...	...	
	Building grants	...	...	...	...	...	...	
	Total	...	67	208	...	2,946	3,940	
Under other Managers.	Arts Colleges . . English	...	...	...	...	...	...	
	Arts Colleges . . Oriental	...	...	...	...	...	...	
	General Education.							
	Schools . English . For boys	...	...	...	...	...	...	
	Schools . English . For girls	1	1	3	900	180	940	
	Schools . Vernacular . For boys	...	...	...	...	...	...	
	Schools . Vernacular . For girls	...	...	...	...	...	...	
	Special Schools attached as Departments to General Schools.							
	Schools of art	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	
	Engineering schools	...	...	...	...	...	...	
	Training schools for masters	...	...	...	...	...	...	
	Do. for mistresses	...	...	...	...	...	...	
	Industrial schools	...	...	...	...	...	...	
	Other schools	...	...	...	...	...	...	
	Building grants	...	...	...	...	...		
	Total	1	1	3	900	180	940	
	GRAND TOTAL	1	68	211	900	3,126	4,880	

NOTE.

The statistics for the year 1881-82 as given in the text and tables of the Provincial Report of the Haidarabad Assigned Districts do not in every case agree with those quoted in the Report of the Commission. The cause of the difference is that the returns in the former report include the statistics for three European and Eurasian schools, while the tables in the latter exclude them. With a view to bringing the Provincial returns into accord with those adopted by the Commission, the following five tables are appended as a supplement to this Report. They exactly agree with those prepared for the Commission's Report; but while they omit the figures for the three schools above mentioned, they are drawn up in a form that admits of their being readily compared with the tables incorporated in the Provincial Report.

Abstract Return of Institutions and Scholars in the Hyderabad Assigned Districts for the official year 1881-82.

Number of Revenue Districts.	Total area of Province.	Number of towns and villages.	Total population.	Institutions and scholars.	University Education.	School Education, General.			Training Schools or special Schools attached as Departments to General Schools.						Grand Total.	Percentage of		Remarks.
					Arts Colleges.	High Schools.	Middle Schools.	Primary Schools.	Schools of Art.	Medical Schools.	Engineering Schools.	Training Schools.	Industrial Schools.	Other Schools.		Colleges and Schools to number of towns and villages.	Male scholars to male population and female scholars to female population.	
1	2	3	4	5	6	7	8	9	10*a*	10*b*	10*c*	10*d*	10*e*	10*f*	11	12	13	14
				Institutions — For Males	...	2	29	871	...	...	...	1	...	...	903	16·17	...	
				Institutions — For Females	...	...	...	12	...	...	...	...	...	...	12	·21	...	
			Males . 1,380,053	Total	...	2	29	883	...	...	...	1	...	...	†915	16·38	...	
6	17,711*a*	5,585*a*	Females . 1,291,864															
			Total *2,671,917*a*	Scholars — Males	...	61	972	34,291	...	...	...	79	...	...	35,403	...	2·56	
				Scholars — Females	...	...	...	437	...	...	...	...	...	...	437	...	·03	
				Total	...	61	972	34,728	...	...	...	79	...	...	†35,840	...	1·33	

* Excluding the European and Eurasian population (756)
† Excluding 3 schools for Europeans and Eurasians with 51 pupils.
a. Figures according to the Imperial Census of 1881.

Detailed Return of Colleges, Schools, and Scholars in the Hyderabad Assigned Districts for the official year 1881-82.

Class of Institutions.	Departmental Institutions.							Aided Institutions.							Unaided Institutions under regular inspection.							Grand Total of Institutions.	Grand Total of scholars on 31st March.	Grand total of scholars on 31st March learning			Classification of scholars on 31st March according to race or creed.						
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning			Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March learning														
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Hindus.	Muhammadans.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28*a*	28*b*	28*c*	28*d*	28*e*	28*f*	28*g*
Arts Colleges.																																	
University Education. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education.																																	
High Schools.																																	
Secondary Education. For Boys, English	2	61	50	41	61	59	60	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	61	61	59	60	59	1	...	...	...	1	...
Middle Schools.																																	
For Boys, English	29	972	838	*172	972	247	972	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29	972	972	247	972	†231	7	...	...	3	...	1
Total	31	1,033	888	*213	1,033	306	1,032	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31	1,033	1,033	306	1,032	†290	8	...	...	3	1	1
Primary Schools.																																	
Primary Education. For Boys. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Education. For Boys. Vernacular	459	27,575	26,383	19,750	...	...	27,575	205	4,113	4,058	3,425	...	22	4,091	207	2,672	2,544	2,117	...	35	2,637	871	a34,360	...	57	34,303	‡30,530	4,801	...	19	39	...	1
Primary Education. For Girls. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Education. For Girls. Vernacular	8	269	264	180	...	...	269	4	99	102	68	...	...	99	...	...	...	...	...	...	...	12	b368	...	...	368	272	82	...	...	14	...	...
Total	467	27,844	26,647	19,930	...	...	27,844	209	4,212	4,160	3,493	...	22	4,190	207	2,672	2,544	2,117	...	35	2,637	883	34,728	...	57	34,671	‡30,802	4,583	...	19	53	...	1
Professional and Technical Schools attached as Departments to General Schools.																																	
Special Education. Training Schools for Masters	1	79	72	63	...	13	79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	79	...	13	79	66	13	...	...	...	...	...
Special Education. Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special Education. Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special Education. Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special Education. Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	79	72	63	...	13	79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	79	...	13	79	66	13	...	...	...	...	...
Total of Public Schools	499	28,956	27,607	20,206	1,033	319	28,955	209	4,212	4,160	3,493	...	22	4,190	207	2,672	2,544	2,117	...	35	2,637	915	35,840	1,033	376	35,782	31,158	4,604	...	19	56	1	2
Private Uninspected Schools																						...	...										
Grand Total for Haidarabad Assigned Districts																						§915	§35,840										

I.—The term classical languages in columns 7, 14, 21, and 26 includes European and Oriental classical languages.
II.—By aided schools are meant schools not managed by Government Officers, but receiving aid from Provincial Revenues or Local Rates or Cesses.
III.—Unaided schools are those schools not managed by Government Officers and not receiving aid from Provincial Revenues or Local Rates or Cesses.
a.—70 girls. *b*.—1 boy.
* The average daily attendance of 24 middle schools is shown under primary schools.
† 730 pupils attending middle departments of primary schools are unavoidably omitted from columns 28*a* to 28*g* and shown under primary schools.
‡ Attending schools for natives of India.
§ Excluding three European and Eurasian schools with 51 pupils.

Detailed Return of Expenditure on Education in the Hyderabad Assigned Districts for the official year 1881-82.

Object of Expenditure.	Departmental Institutions.								Aided Institutions.								Unaided Institutions under regular Inspection.						Total Expenditure from					Grand Total.	Percentage on total expenditure.	Average Annual Cost of educating each Pupil in									
																														Departmental Institutions.				Aided Institutions.				Inspected Institutions.	
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other Sources.			Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Municipalities.
1	2-a	2-b	2-c	2-d	2-e	2-f	2-g	2	3-a	3-b	3-c	3-d	3-e	3-f	3-g	3	4-a	4-b	4-c	4-d	4-e	4	5-a	5-b	5-c	5-d	5-e	5	6	7-a	7-b	7-c	7-d	8-a	8-b	8-c	8-d	9-a	9-b
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	..	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education.																																						
Secondary Education. — *High Schools.* — For Boys . English	11,817	...	...	144	...	...	...	11,961	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,817	...	...	144	...	11,961	3·39	239 3 6	236 5 5	...	...	...	...	...	...	...	...
Secondary Education. — *Middle Schools.* — For Boys . English	41,336	13	31	810	...	...	...	42,190	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,336	13	31	810	...	42,190	11·95	50 5 6	49 5 3	0 0 3	0 0 7	...	...	...	...	...	...
Total	53,153	13	31	954	...	...	...	54,151	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53,153	13	31	954	...	54,151	15·34	60 15 8	59 13 5	0 0 2	0 0 6	...	...	...	...	...	...
Primary Education. — *Primary Schools.* — For Boys . English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Education. — For Boys . Vernacular	83,840	53,209	567	13,411	...	...	...	1,61,027	3,088	120	120	12,516	...	...	704	16,548	...	...	...	...	...	...	96,928	53,329	687	25,927	704	1,77,575	50·32	6 1 7	3 8 11	2 0 3	0 0 4	4 1 3	0 12 2	0 0 6	0 0 5	...	...
Primary Education. — For Girls . English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Education. — For Girls . Vernacular	1,433	863	496	...	...	...	...	2,792	312	...	150	...	150	...	120	732	...	...	...	...	...	...	1,745	863	646	...	270	3,524	1·00	10 9 2	5 6 10	3 4 3	1 14 1	7 2 10	3 0 11	...	1 7 8	...	...
Total	95,273	54,072	1,063	13,411	...	...	...	1,63,819	3,400	120	270	12,516	150	...	824	17,280	...	...	...	...	...	...	98,673	54,192	1,333	25,927	974	1,81,099	51·32	6 2 4	3 9 2	2 0 6	0 0 8	4 2 5	0 13 1	0 0 6	0 1 0	...	...
Professional and Technical Schools attached as Departments to Primary or Secondary Schools.																																						
Special Education. — Training School for Masters . for Mistresses	8,571	...	...	...	...	...	...	8,571	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,571	...	...	...	...	8,571	2·43	119 0 8	119 0 8	...	...	...	...	...	...	...	...
Special Education. — Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special Education. — Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special Education. — Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	8,571	...	...	...	...	...	...	8,571	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,571	...	...	...	...	8,571	2·43	119 0 8	119 0 8	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
*Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
*Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships — Colleges	1,480	...	...	...	...	...	...	1,480	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,421	...	...	...	...	18,421	5·22	...	...	...	...	...	...	...	...	...	...
Scholarships — Schools	6,380	...	...	...	...	...	...	6,380	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,802	449	...	...	...	29,251	8·29	...	...	...	...	...	...	...	...	...	...
Buildings	6,940	22,315	...	...	...	...	...	29,155	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,480	...	...	...	...	1,480	·42	...	...	...	...	...	...	...	...	...	...
Miscellaneous	12,162	10,613	13	...	...	...	...	23,788	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,380	...	...	...	...	6,380	1·81	...	...	...	...	...	...	...	...	...	...
																							6,940	22,215	...	...	...	29,155	8·26	...	...	...	...	...	...	...	...	...	...
																							12,162	10,613	13	...	...	23,788	6·46	...	...	...	...	...	...	...	...	...	...
Total	26,962	32,928	13	..	...	...	...	59,803	...	...	...	...	...	...	...	...	...	...	...	...	...	...	74,185	33,277	13	...	...	1,07,475	30·46	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	1,83,959	86,913	1,107	14,365	...	...	...	2,86,344	3,400	120	270	12,516	150	...	824	17,280	...	...	...	...	...	...	2,34,582	87,482	1,377	26,881	974	3,51,296	99·55	..	.	...	...	...	...	...	...	...	...

I.—The average annual cost of educating each pupil is calculated on the average monthly number of the students enrolled.
II.—In calculating the expenditure from Provincial Revenues or any other fund, all payments or contributions from fees or other sources credited to that fund have been deducted, and such payments have been shown as expenditure under the sub-heads to which they belong.
III.—The expenditure on schools for Europeans and Eurasians (Rs. 1,596) is excluded. The total expenditure on education in the Province was Rs. 3,52,894. The percentages in column 6 are calculated on the total expenditure.
IV.—The expenditure on unaided schools has not been returned.

* The expenditure on Direction and Inspection, being for the common benefit of all classes of institutions, is shown in columns 5a to 5 only.

Return showing the Results of Prescribed Examinations in the Hyderabad Assigned Districts during the official year 1881-82.

Nature of Examination.	No. of Institutions sending Examinees.				Number of Examinees.					Number Passed					Creed of passed Scholars.			Percentage of passed scholars to total number at the beginning of the year on the rolls of the class examined.		
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Muhammadans.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19
Arts Colleges.																				
Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
First Arts or Previous Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools.																				
Matriculation — Boys	2	...	...	2	8	...	...	...	8	4	...	...	...	4	4	...	...	19·	...	...
Matriculation — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle School Examination — Boys	2	...	...	2	36	...	...	...	36	23	...	...	...	23	22	1	...	59·	...	...
Middle School Examination — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Section of Primary School Examination — Boys	24	..	...	24	164	...	...	...	164	109	...	...	...	109	109	...	...	48·2	...	...
Upper Primary School Examination — Boys	226	15	...	241	1,445	55	...	...	1,500	622	12	...	...	634	cannot be ascertained.		...	30·	not obtainable.	
Upper Primary School Examination — Girls	2	1	...	3	9	3	...	...	12	7	1	...	...	8				80·		
Lower Primary School Examination — Boys	566	..	...	566	4,747	...	...	...	4,747	2,754	...	...	...	2,754	...	...	...	...	not obtainable.	
Lower Primary School Examination — Girls	10	..	...	10	55	...	...	...	55	35	...	...	...	35	...	...	...	...		
Total	832	16	...	848	6,464	58	...	...	6,522	3,554	13	...	...	3,567	135	1	...	...	...	...

Education.—General Table 5a,
as revised by the Commission.

Return showing the number of Aided Schools in the Hyderabad Assigned Districts attended by Natives of India on the 31st March 1871, 1876, and 1882, and of the amounts of the grants earned by those Schools during the official years 1870-71, 1875-76, and 1881-82.

	Objects of Expenditure.	No. of Schools.			Grants earned.		
		1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.
					Rs.	Rs.	Rs.
Institutions under Native Managers.	*University Education.*						
	Arts Colleges . . English . .	...	...	...	...	...	...
	Arts Colleges . . Oriental . .	...	...	...	...	...	...
	Schools for General Education.						
	Secondary and Primary Schools. English . For boys . .	...	...	...	...	...	...
	Secondary and Primary Schools. English . For girls . .	...	...	...	...	...	...
	Secondary and Primary Schools. Vernacular . For boys . .	...	66	205	...	2,646	3,328
	Secondary and Primary Schools. Vernacular . For girls . .	...	1	4	...	300	462
	Professional and Technical Schools attached as Departments to Secondary or Primary Schools.						
	Training Schools for Masters . . .	...	...	...	...	...	...
	Do. for Mistresses . .	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...
	Building Grants	...	...	...	...	...	...
	Total .	...	67	209	...	2,946	3,790
Institutions under other Managers.	*University Education.*						
	Arts Colleges . . English . .	...	...	...	...	...	...
	Arts Colleges . . Oriental . .	...	...	...	...	...	...
	Schools for General Education.						
	Secondary and Primary Schools. English . For boys . .	...	...	...	...	...	...
	Secondary and Primary Schools. English . For girls . .	...	...	...	...	...	...
	Secondary and Primary Schools. Vernacular . For boys . .	...	...	...	...	...	...
	Secondary and Primary Schools. Vernacular . For girls . .	...	...	...	...	...	...
	Professional and Technical Schools attached as Departments to Secondary or Primary Schools.						
	Training Schools for Masters . . .	...	...	...	...	...	...
	Do. for Mistresses . .	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...
	Building Grants	...	...	...	...	...	...
	Total .	...	...	...	...	...	...
	GRAND TOTAL .	...	67	209	...	2,946	3,790

Note.—European and Eurasian schools are excluded from this table.

APPENDIX A.

Standards of Studies in Government Boys' Schools in Berar.

MARATHI SCHOOLS.

Lower Primary Course.

Standard I.

Max. of marks.		
50	*1st head.*—*Numbers* (ank) up to 100; Multiplication tables (ujalni up to 30 × 10, and pouki, nimki, pounki, savaki, didki, and adichki	.*15
25	*2nd head.*—*Reading* letters of the Balbodh and Modi alphabet and Barakhadies, and words as in Berar First Book	10
25	*3rd head.*—*Writing* on the black-board or slate letters of the Balbodh and Modi alphabet and Barakhadies, and words of two letters	5

Standard II.

100	*1st head.*—The remainder of ujalni, comprising outki, akarki, ekotri, ane, tank, sher, mana and payali; numeration and notation up to 10,000; addition of three lines, each not to exceed five figures; subtraction of sums, each not exceeding five figures . .	15
50	*2nd head.*—*Reading* Berar Second Book with meaning of words and understanding of the part read	5
50	*3rd head.*—(*a*).—*Writing* in Modi and Balbodh characters a sentence of not more than three words	2½
	(*b*).—Modi copies in large hand	7½

Standard III.

100	*1st head.*—*Simple Multiplication and Division* and the first four compound rules and native measures of length and superficies . . .	7
	Easy Mental Arithmetic involving the use of multiplication tables and measures of weight and capacity	2
100	*2nd head.*—*Reading* Berar Third Book with understanding of the part read	4
	Reading clearly written Modi papers	3
	Parts of speech to be defined and distinguished . . .	2
50	*3rd head.*—Writing to dictation in Modi and Balbodh easy sentences from the book read	2
	Writing Modi and Balbodh copies in middle-hand. Copy-books to be shown	8
50	*4th head.*—*Definitions of Geography* to be understood and illustrated on a map of India and Geography of Berar	2

Upper Primary Course.

Standard IV.

(To be passed before commencing the study of English.)

100	*1st head.*—*Knowledge of English* tables, the first four rules of native fractions and of vulgar fractions, simple rule of three, and simple interest.	5
	Mental arithmetic	2
100	*2nd head*—(*a*).—*Reading* the Fourth Balbodh Book (pages 1 to 214), with	
35	understanding of the part read	5
10	(*b*).—One hundred lines of poetry to be repeated by heart . .	1
35	(*c*).—Reading with fluency Modi papers clearly written . .	2
20	(*d*).—Laghu vyakarna up to, and including, verbs, simple parsing	2
50	*3rd head.*—(*a*).—*Writing* to dictation five lines from the book read . .	2
20		

* Figures to the right indicate the number of hours in a week allotted to each head.

Max. of marks.			
	30	(*b*).—Modi and Balbodh writing small-hand. Copy-books to be shown	5
100		*4th head.*—	
	50	(*a*).—*History* of Berar and Maharashtra	3
	50	(*b*).—*Geography of India*	3

Standard V.

100		*1st head.*—Vulgar and decimal fractions, compound proportion, and compound interest	5
		Mental arithmetic complete	2
100		*2nd head.*—	
	40	(*a*).—*Reading* the remainder of the Fourth Balbodh Book and the 269 pages of the Fifth Balbodh Book (omitting lessons under political economy) and science, with understanding of the part read	6
	10	(*b*).—150 lines of poetry to be repeated by heart	1
	20	(*c*).—The whole of laghu vyakarna and parsing	2
	30	(*d*).—Reading of ordinary Modi papers with fluency	2
100		*3rd head.*—	
	35	(*a*).—*Writing* to dictation 5 lines from the books read	2
	30	(*b*).—Writing a letter on an ordinary subject given by the examiner	1
	35	(*c*).—Writing Modi small-hand. Copy-book to be shown	3
100		*4th head.*—	
	50	(*a*).—*History* of India as given in Vinayek Kondeo Okes' book	3
	50	(*b*).—*General description of the earth*, its shape, land and water, continents, islands, peninsulas, capes, isthmuses, principal mountains, rivers, oceans, principal seas, gulfs, straits, countries, and capitals	3

In Anglo-Marathi schools add:—

100		*5th head.*—	
	50	(*a*).—*Reading* Howard's Primer, with meaning of words and sentences	5
	25	(*b*).—*Writing* easy words on slate	2
	25	(*c*).—*Spelling* words of the First Book	

Standard VI.

(Qualifies for 2nd class certificate for entrance to lower grades of public service, omitting the English part.)

100		*1st head.*—*Arithmetic*—Complete as in Keropat's translation of Colenso. In Anglo-Vernacular schools either Colenso or Barnard Smith may be used	5
100		*2nd head.*—	
	40	(*a*).—*Reading*—Lessons on political economy and science from the Balbodh 5th book, and lessons 1—11 and 90—97, and all the poetical pieces from the Balbodh Fifth Book, with understanding of the part read	5
	15	(*b*).—200 lines of poetry to be repeated by heart	1
	30	(*c*).—Advanced parsing with knowledge of syntax	1
	15	(*d*).—Knowledge of ordinary metres occurring in poetry in the Marathi reading books	1
50		*3rd head.*—*Writing* a report on a given subject or an account of an incident or description of a thing in Modi small-hand	1
100		*4th head.*—	
	50	(*a*).—Advanced knowledge of the History of India, Governments of India and England, and general information about the forms of Government	2
	50	(*b*).—General Geography of the four quarters, with some information about the people of the different countries, their religion, governments, manufactures, and commerce. Map of India to be drawn	2

In Anglo-Marathi schools add:—

100		*5th head.*—*Reading*—	
	50	The whole of Howard's Second Book and 30 lessons from Third Book, Part I, with explanation in vernacular and simple parsing	6
	20	Writing to dictation five lines from the books read; writing copy, large-hand	3
	30	Translation into English of five easy sentences	3

MIDDLE SCHOOL COURSE (TAUGHT IN HIGH SCHOOLS).

Max of marks.		
	Standard VII.	
100	*1st head.—Arithmetic.*—Revision of whole, with explanation of principles	3
100	*2nd head.—Reading* the whole of the 6th Book with explanation	5
50		
20	The whole of poetry to be understood; 200 lines to be repeated	2
30	Dadoba's larger grammar and parsing	2
100	*3rd head.—Outlines of English History,* with special reference to the History	
50	of India	3
50	A thorough knowledge of the maps, elements of physical geography, and use of the terrestrial globe	3
100	*4th head.*—English Third Book, Parts I and II, with explanation and pars-	
40	ing	6
20	Writing to dictation 5 lines from the books read, writing small-hand	3
40	Translation into English of five short sentences	3
	Standard VIII.	
100	*1st head.—Mathematics—*	
70	(*a*).—Arithmetic, whole.	
30	(*b*) —Euclid, Book I, 26 propositions.	
200	*2nd head.—Vernacular and classical languages—*	
50	(*a*).—*Vernacular.*—200 pages from a standard vernacular prose author, and 250 lines of poetry of Waman or Moropunt, or similar poet (not learned previously), with special regard to Marathi grammar, and idiom (comparison with Sanskrit and English grammar and idiom); 100 lines of the poetry by heart; rules of Sandhi; declensions and conjugations as in a larger grammar.	
50	(*b*).—Written translation into Marathi (Balbodh) of about five lines in any school reading-book used in previous standards, at the option of the examiner, spelling and writing to be considered; or composing a letter in Modi.	
	CLASSICS.	
	I.—Sanskrit.	
60	(*a*).—*Vivâ voce* translation into vernacular of the Sanskrit exercises of the first book of Sanskrit, and written translation into Sanskrit of the English exercises of the same book.	
40	(*b*).—Those portions of any Sanskrit grammar which correspond with the first book of Sanskrit; or	
	II.—Latin.	
60	(*a*).—*Vivâ voce* translation of exercises equal in difficulty and amount to the first 30 in Henry's First Latin Book (English into Latin and Latin into English).	
40	(*b*).—The regular declensions and conjugations to be said by heart.	
100	*3rd head.—History and Geography—*	
50	(*a*).—Outline history of England, with maps.	
50	(*b*).—Add to geography of previous standards particular geography of Great Britain, and geography illustrating the history, an outline map of Great Britain, or map drawing of India (marking latitude and longitude) to be done before the examiner.	
100	*4th head.—English—*	
40	(*a*).—Reading from easy English Classics 100 pages of prose and 500 lines of poetry, with explanation of part read in vernacular; paraphrase and parsing in English, and easy etymology; poetry, 100 lines by heart.	
20	(*b*).—Writing five lines to dictation from the book read; full copy-book, fair small-hand, to be shown.	
40	(*c*).—Written translation into English of five lines from third book of vernacular series; spelling to be taken into account.	

Max of marks.

Standard IX.

(Qualifies for First Class Certificate for entrance to lower grades of the public service)

100 *1st head.—Mathematics—*

40 (*a*).—Arithmetic, whole.

30 (*b*).—Euclid, Book I.

30 (*c*).—Algebra, four Rules, integral.

200 *2nd head.—Vernacular and Classical Languages—*

50 (*a*).—*Vernacular*—A standard vernacular prose author not previously read (about 300 pages) and 300 lines from Kekawali, or similar work, with special regard to a scholarly knowledge of Marathi grammar and idiom (comparison with Sanskrit and English grammar and idiom); Syntax as in a larger grammar; half the poetry by heart.

50 (*b*).—Written translation—Ten lines from the book read into vernacular; composing a report on a given subject (Modi); writing to be considered.

Classics.

I.—Sanskrit.

60 (*a*).—*Vivâ voce* translation in English of the Sanskrit exercises in Lessons I, XII, XIV, XVI, and XXII, Part I, and XXIV of the 2nd book of Sanskrit, and written translation into Sanskrit of the English exercises in the same lessons.

40 (*b*).—Those portions of any Sanskrit grammar which correspond with the same lessons, and written translation into Sanskrit of any six easy sentences; or

II.—Latin.

70 (*a*).—*Vivâ voce* translation of Henry's First Latin Book or a similar book; easy prose passage, as in the delectus, to be selected by the master.

Parsing of simple sentences.

30 (*b*).—Accidence, complete.

100 *3rd head.*—(*a*).—*History and Geography*—History of Greece or universal history,* 50 and general review of history under previous standards.

50 (*b*).—Geography to illustrate the history; use of the globes, outline map of any country of Europe or Asia; map drawing of India with latitude and longitude.

100 *4th head.—English—*

40 (*a*).—Reading English classics—150 pages of prose and 600 lines of poetry, 200 by heart, with explanation and parsing; easy questions in analysis of sentences, as in Morell, Part I, and etymology.

30 (*b*).—Written translation of a passage from a newspaper; specimen of writing, as in fair note-books, to be shown.

30 (*c*).—Writing an English letter, private or official, or making an abstract in English of an easy story clearly read or told.

High School Course.

Standard X.

110 *1st head.—Mathematics—*

40 (*a*).—Arithmetic—whole, including mensuration.

40 (*b*).—Euclid—Books I and II, with simple deductions.

30 (*c*).—Algebra—Fractions, greatest common measure, least common multiple, simple equations, and square root.

200 *2nd head.—Vernacular and Classical Languages—*

50 (*a*).—*Vernacular.*—Revision of previous reading and Dnyaneshwari Adhyaya XII and XIII, as in Nawanita, with special regard

* As histories of Greece and Rome and general history are not now required for the Matriculation Examination of the Bombay University, histories of India and England are continued under Standards IX and X

Max. of marks.

to a scholarly knowledge of Marathi grammar and idiom (comparison with Sanskritand English Grammar and idiom), Prosody and Etymology.

50 (*b*).—Translation into Balbodh of ten lines of the English poetry read; spelling and writing to be considered.

CLASSICS.

I.—Sanskrit.

60 (*a*).—*Vivâ voce* translation into English of the Third Book of Sanskrit and written translation into Sanskrit of the English in Lesson XIII of the Second Book of Sanskrit, and of exercises 82—120 of Monier Williams' Manual.

40 (*b*).—Thorough knowledge of Dr. Kielhorn's Sanskrit Grammar up to Section 322, and written translation into Sanskrit of six lines of easy English prose; or

II.—Latin.

60 (*a*).—*Vivâ voce* translation of Cornelius Nepos (30 pages), with grammar and parsing.

40 (*b*).—Written translation of six easy lines of narrative chosen by the Inspector.

100 *3rd head.—History and Geography—*

50 (*a*).—History of Rome.

50 (*b*).—Geography as in Standard IX, with Geography of Rome added.

100 *4th head.—English—*

40 (*a*).—Reading English classics, 200 pages of prose, 750 lines of poetry (different authors from those under Standard IX), 200 lines by heart; questions in grammar, analysis, and etymology.

30 (*b*).—Written translation into English of five lines of Marathi prosè or poetry; specimens of writing, as in fair note books, to be shown.

30 (*c*).—A short theme on a simple subject.

Standard XI.

Matriculation.

URDU SCHOOLS.

LOWER PRIMARY COURSE.

Standard I.

100 50 *1st head.—Arithmetic*—Multiplication tables 10 times 10, numeration and notation as far as 100.

25 *2nd head.—Reading*—Mufid-ul-Mubtadi, and First Book in Hindustani (Berar).

25 *3rd head.—Writing*—Syllables and short words.

Standard II.

150 50 *1st head.—Arithmetic*—Numeration and notation, addition and subtraction.

50 *2nd head.—Reading*—Talim-ul-Mubtadi, with understanding of the part read.

50 *3rd head.—Writing*—to dictation of easy words from Talim-ul-Mubtadi. Copy-books to be shown.

Standard III.

200 50 *1st head.—Arithmetic*—Up to long division with easy mental arithmetic.

50 *2nd head.—Reading*—Bagh-o-Bahar up to the end of the 2nd Dervish's Adventures.

Grammar—Parts of speech.

50 *3rd head.—Writing*—to dictation from the reading-book.

50 *4th head.*—Outlines of the Geography of Berar; general definitions of geography to be learned.

Max. of marks.

UPPER PRIMARY COURSE.

Standard IV.

100 *1st head.—Arithmetic*—Reduction and the first four compound rules, with exercises, from Mobadi-ul-Hissab, Part I.

300 100 *2nd head.—Reading*—Bagh-o-Bahar, with explanation.

25 Grammar—Kawaid-i-Urdu, Parts I and II.

25 Persian—Farsi Amooz, Part I.

50 *3rd head.—Writing*—to dictation.

50 *4th head.—Definitions of Geography*—with examples from any part of the world;

25 the geography of Berar and India.

25 Wakiat-i-Hind—Mahomedan period up to the establishment of the Mogul Empire (1526 A.D.)

Standard V.

550 100 *1st head.—Arithmetic*—up to Double Rule of Three and Vulgar Fractions, with exercises from Mobadi-ul-Hissab, Part II.

200 *2nd head.—Reading*—

100 Urdu ... { (30) Prose—Jouhare Akle (first half). (30) Poetry—Majmoo ae Sokhan, Part I. (40) Grammar—Kawaid-i-Urdu, Parts I, II, and III.

100 Persian ... { (50) Prose and Poetry—Intikhab Nasro Nuzm (first half); (50) Grammar—Kawaid-i-Hosaini.

50 *3rd head.—Writing*—to dictation from any class-book.

100 *4th head.*—

50 *Wakiat-i-Hind*—The Mogul period (A.D. 1526–1757).

50 *Geography*—India and outlines of Asia.

In Anglo-Urdu Schools add*—

100 *5th head.*—English—

50 Reading First Book, with meaning of words.

25 Writing easy words in large-hand.

25 Spelling words of the First Book.

Standard VI.

500 100 *1st head.—Arithmetic*—up to Decimal Fractions with exercises from Mobadi-ul-Hissab, Part II.

200 *2nd head.—Reading*—

100 Urdu ... { (30) Prose—Jouhare Akle. (30) Poetry—Majmoo ae Sokhan, Part II (first half). (40) Grammar—Kawaid-i-Urdu, Parts I, II, III, and IV.

100 Persian ... { (60) Prose and Poetry—Intikhab Nasro Nuzm, No. II. (40) Grammar—Kawaid-i-Farsi.

100 *3rd head*—

50 *Wakiat-i-Hind.*

50 *Geography*—Asia and Europe, with thorough knowledge of the maps; outline map of India to be drawn.

In Anglo-Urdu Schools add :—

100. *4th head.—English*—

50 Reading Second Book and Third Book, Part 1, 12 lessons (omitting poetical pieces), with explanation; distinguishing parts of speech.

25 Dictation from Book II, half text-hand.

25 Oral translation into English of a few sentences from Mofid-ul-Muhtadi.

MIDDLE SCHOOL COURSE.

Standard VII.

100 *1st head.—Arithmetic*—as in Standard VI and square and cubic measures, with exercises from Mobadi-ul-Hissab, Parts II and III.

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* Classes under Standards V and VI are at present attached to the two high schools, and are taught by the Urdu teacher in those schools.

Max. of marks.

200 *2nd head.—Reading—*

75 Urdu .
- (25) Prose—Aina-i-Israr (first half).
- (25) Poetry—Mujmoo-ae-Sokan, Part II.
- (25) Grammar—Kawaid-i-Mubtadi.

500 75 Persian .
- (25) Prose—Nigardanish (first three chapters).
- (25) Poetry—Karima.
- (25) Grammar—Zawabit Farsi.

25 Written translation into Urdu of five lines from Second English Book.

25 Letter-writing in Urdu.

100 *3rd head.—*

50 *History* of India (as read in larger histories).

50 *Geography*—Europe, Asia, and Africa.

100 *4th head.—English*—Book III, Part I, the whole, and Part II (omitting poetical pieces.)

40

20 *Dictation*—From Book III, Part I.

20 *Howard's Junior Grammar.*

20 *Written translation* into English of a few sentences from Mofid-us Sibyan (first 20 pages).

Standard VIII.

100 *1st head.*—(*a*).—*Arithmetic*—the whole.

(*b*).—*Euclid*—Book I, 26 propositions.

200 *2nd head.*—(*a*).—*Reading—*

75 Urdu .
- (25) Prose—Aina-i-Israr.
- (25) Poetry—Devan Galib (first half).
- (25) Grammar—as in Standard VII.

500 75 Persian .
- (25) Prose—Gulistan (first three chapters).
- (25) Poetry—Bostan (first chapter).
- (25) Grammar—Chahar Gulzar (omitting prosody).

50 (*b*) *Written translation* into Urdu of a few lines from any English book used in the previous standards.

100 *3rd head.—History* and *Geography—*

50 Outlines—History of England, with maps.

50 And drawing a map of England.

100 *4th head.—English—*

40 Reading from any English classics—100 pages of prose and 500 lines of poetry, with explanation in the vernacular of the part read; paraphrase and parsing in English and easy etymology; poetry 100 lines by heart.

20 *Writing* to dictation a few lines from the book read.

40 *Written translation* from Mofid-us Sibyan.

Standard IX.

500 100 *1st head.—Mathematics—*

40 (*a*).—Arithmetic—whole.

30 (*b*).—Euclid—Book I.

30 (*c*).—Algebra—four Rules integral.

200 *2nd head.—Reading—*

100 Urdu .
- (30) Prose—Old Hindi (first half).
- (30) Poetry—Devan Galib.
- (40) Special regard should be given to grammar and idiom.

100 Persian .
- (30) Prose—Gulistan (Chapters IV and VI).
- (30) Poetry—Bostan (Chapters IV and VII).
- (40) Grammar—Chahars Gulzar.

100 *3rd head.—History and Geography—*

50 History of Greece*—Review of history under previous standards.

50 Geography to illustrate the history; use of the globe; elements of physical geography; map-drawing of India, with latitude and longitude.

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* See note under Standard IX for Anglo-Marathi schools.

Max. of marks

100 *4th head.—English—*

40 (*a*).—*Reading*, English classics; 150 pages of prose and 600 lines of poetry, 200 by heart, with explanation and parsing; easy questions in analysis of sentences, as in Morell, Part I, and Etymology.

30 (*b*).—*Written translation* of a passage from a newspaper; specimen of writing, as in fair note books, to be shown.

30 (*c*).—*Writing* an English letter, private or official, or making an abstract in English of an easy story, clearly read or told.

High School Course.

Standard X.

100 *1st head.—Mathematics—*

40 (*a*).—*Arithmetic*—whole, including mensuration.

40 (*b*).—*Euclid*—Books I and II, with simple deductions.

30 (*c*).—*Algebra*—Fractions, Greatest Common Measure, Least Common Multiple, Simple Equations, and Square Root.

200 *2nd head.—*

100 { 50 *Revision* of previous reading and Qusaid zauk, with special regard to a scholarly knowledge of the Urdu grammar and idiom (comparison with English and Persian grammar and idiom).
50 Prosody and Etymology, Dr. Forbes' Urdu grammar.

100 { 50 (*a*).—*Persian vivâ voce* translation into English of Nigardanish and written translation into Persian from Hatim Tai (first two adventures).
50 (*b*).—Thorough knowledge of Resalah-i-Abdul Wasia, and Dr. Forbes' Persian grammar. Written translation into Persian of a few lines of easy English prose.

100 *3rd head.—History and Geography.*

50 (*a*).—History of Rome.

50 (*b*).—Geography as in standard IX with Geography of Rome added.

100 *4th head.—English—*

40 (*a*).—Reading English classics, 200 pages of prose, 750 lines of poetry (different authors from those under standard IX), 200 lines by heart; questions in grammar, analysis, and etymology.

30 (*b*).—Written translation into English of a few lines of Urdu prose or poetry; specimens of writing, as in fair note books, to be shown.

30 (*c*).—A short theme on a simple subject.

Standard XI.

Matriculation.

Suggestions and Remarks on the Working of the Standards.

It has been the aim of the department to make school instruction as thorough, intelligent, and useful to the pupils as it can be, and therefore the standards are not allowed to be hurried over, and no pupil is advanced to the higher unless he has passed a fair examination in the subjects of the lower standard. The following extracts from instructions on the subject of teaching will show how the standards are worked out:—

"Each standard is intended for one year, and should be finished within that time; otherwise the master will have to explain the reason of failure. In small Marathi and Hindustani schools, where there is only one teacher, the first three standards should be taught. In schools where there are two teachers, the 4th; where there are three teachers, the 5th; and where there are four teachers, the 6th standard may be taught, if it be possible to do so. But it must be borne in mind that no standard should be commenced unless there be five boys to form a class for its study. As teachers require much time to teach the higher standards, they will spend it more advantageously in teaching the lower classes, instead of two or three boys at the top of the school.

"English should be taught in such middle class schools as are permitted to do so. Here also the restriction as to the number of boys in a class is applicable. Masters authorised to teach the 7th standard will receive separate instructions.

"Of 33 working hours in the week, three are assigned to revision and examination, and the rest are apportioned among the different subjects, and are shown in parenthesis opposite to each. The teachers should prepare time-tables accordingly. They will per-

ceive that, while teaching the first three standards, more attention is to be paid to Modi writing and reading books and manuscripts and to arithmetic, as far as it is necessary for ordinary bazar transactions. The people of villages do not require better education, and their children do not remain longer in schools to acquire it; they should get what they want in three or four years; that is, by the time they attain the age of 10 or 11 years. Those who wish for more may attend the school, and those who do not may attend to their business.

"Teachers should not ask their pupils merely to commit lessons to memory. Definitions should be fully explained to the boys, even if they be committed to memory. The pupils should be able to answer a question in the multiplication tables, which they learn by heart. Similarly, they should be able to explain in their own languages rules of grammar and arithmetic which they may have been taught. In Berar it appears to be the prevailing practice to ask children to commit lessons to memory. When any example in arithmetic is given in the language of the book it is worked out, but if put in the ordinary language the boys fail to do it. When any question in geography or history is put in the words of the text-book it is answered, but if put in the ordinary language it is not.

"It is unnecessary to say that this kind of teaching is not useful in practice. It will be much better if the teachers endeavour to improve the thinking power of the boys instead of loading their memory."

"*Standard I.*—Ujalni (multiplication tables), reading and writing should be taught daily. When a boy has finished a lesson on the tables he should be questioned on any of the figures. For instance, if he has learnt the first 10 figures, he should be able to distinguish 8, 4, 6, written on board and should be able to write them himself; and this should be the case in all the lessons. Balbodha letters should be taught first and then Modi, and in teaching these and Barakhadies the instructions given above should be followed.

"*Standard II.*—The tables of annas, tak, &c., should be so carefully taught as not to necessitate their teaching again. The table of gunjas also should be taught. Modi and Balbodha reading should be taught simultaneously, and, to facilitate this, Balbodha has been introduced in the second and third books as it has been in the first.

"*Standard III.*—At this stage particular attention should be paid to Modi reading and writing and to mental arithmetic. Geography should not be allowed to be repeated by heart. At first the cardinal points should be well explained, and then starting from the school town and the taluka the geography of the whole province should be taught. Information about noticeable things at the different places should be communicated, in order that the learners may have a liking for the subject. In grammar mere definitions will not do; the boys should be able to distinguish the different parts of speech in a sentence. Hence grammar should not be taught from a book.

"*Standard IV.*—A boy should be able to read the Balbodha fourth book from the amount of reading he has had in the preceding standards. In interest only such sums should be taught as can be worked out by simple rule of three. Teaching of fractional arithmetic should not be commenced until a boy has thoroughly mastered the rule of three. While teaching geography of India the boys should, at first, be made acquainted with the natural divisions of the country and then with the political ones." The following remarks were recorded in a visitors' book and communicated to the inspecting officers:—

"The teachers should commence the arithmetic of ujalni from the first standard, and in the second and third standards the boys should be taught, not only sums of ujalni, integral and fractional, but also of proportion workable by ujalni. The pupils will be able to tell the price of 36 mangoes at the rate of 9 for 5 pice, or how many should be taken for 15 pice at the rate of 7 for 3 pice. In teaching mental arithmetic of fractional ujalni the teachers should not use fractions in their questions, or require answers containing fractions. They should not require the boys to tell the number of mangoes to be got for 6 pice at the rate of $1\frac{1}{4}$ for a pice; we cannot get $1\frac{1}{4}$ or $7\frac{1}{2}$ of a mango in the bazar. It will be better to give the rate in whole numbers, such as 5 for 4 pice, 3 for 2 pice, 3 for 4 pice, 7 for 2 pice. Here the boys will be practised to perform a double process and have much better mental training. I was not satisfied with the explanation of the 4th standard class. In teaching the lesson on Kalidass, the boys should be informed who he was, where and when he lived, what poems of his are well known, what intelligence he displayed in each of the anecdotes related of him, &c., &c. Mere questioning upon words is not what a teacher is required to do. The lesson must be well studied by him beforehand. In teaching history and geography together I have often found the boys left in the dark or misled by the masters. They should remember that history of Maharashtra is taught in the Berar schools, as Berar forms a part of Maharashtra. But in few or no schools have I seen boys including Berar when pointing out Maharashtra. For Sivaji's capital they have pointed out Rayagad in the Central Provinces; for Hubli they have pointed out the river Hoogli."

STANDARDS OF STUDIES FOR GOVERNMENT MARATHI GIRLS' SCHOOLS.

Standard I.

Marks.	
50	Numeration up to 100.
50	Reading Balbodh letters and Barakhadies.
50	Writing the same on slate or black-board.

Standard II.

50	Numeration up to 1,000; multiplication up to 10 times 10.
50	Reading Balbodh First Book.
50	Writing to dictation easy words in Balbodh First Book.

Standard III.

50	Numeration up to 10,000; multiplication up to 20 times 10; addition and subtraction of sums of not more than three figures.
50	Reading the Balbodh Second Book, with understanding of part read.
50	Writing to dictation easy sentences from the book read.
25	Recitation of poetical pieces in the Balbodh First Book.

Standard IV.

50	Multiplication up to 30 times 10; addition and subtraction, multiplication and division of three figures by a sum not exceeding 30.
50	Reading the Balbodh Third Book, first half, with understanding of part read.
50	Writing to dictation from the book read.
25	Recitation of poetical pieces in Balbodh Second Book.

Optional.

50	Reading Modi First Book.
50	Writing the Modi character.
50	Definitions of geography illustrated by the map of the world.

Standard V.

50	Multiplication and division, easy mental arithmetic; tables of money, weights, and measures.
50	Reading the Balbodh Third Book, with understanding of part read.
50	Writing to dictation from book read.
25	Recitation of poetical pieces from Balbodh Third Book.
25	Grammar—parts of speech to be known.

Optional.

50	Reading Modi Second Book.
50	Writing to dictation in Modi from book read.
50	General knowledge of the map of India.

Standard VI.

50	Practice, mental arithmetic.
50	Reading selections from the Fourth Balbodh Book.
50	Writing to dictation from portion of the book read.
25	Recitation of poetical pieces in the Fourth Book.
25	Laghu Vyakerna.

Optional.

50	Reading Modi Third Book; Modi dictation; copies to be shown.
50	Knowledge of the maps of Berar and India.

NOTE.—In all female schools, sewing should begin to be taught as soon as possible Before a pupil can be considered to have passed a standard, it is necessary that she should obtain the requisite number of marks in all subjects not optional except recitation; and the requisite number of marks in the total of all the subjects not optional. The proportion of marks to be obtained is the same as is required by the Marathi revised standards. Before passing from all or some of the optional subjects in any standard to the optional subjects of the standard above, the pupil should be required to obtain the requisite number of marks in those subjects.

Schedule of Standards of Examination for Indigenous Schools in the Hyderabad Assigned Districts.

Standards.	Heads.							
	1st—Arithmetic.	Rate of payment.	2nd—Reading.	Rate of payment.	3rd—Writing.	Rate of payment.	4th—General knowledge.	Rate of payment.
		Rs. A		Rs. A.		Rs. A.		Rs. A
I.	Naming at sight and writing on the black-board or slate figures up to 100 and answering in the multiplication tables up to 30×10 . .	0 6	Reading letters of the Modi and Balbodh alphabets and words of two syllables . .	0 5	Writing on the black-board or slate letters of the Modi and Balbodh alphabets and words of two syllables	0 5		
II.	All the native multiplication tables and addition and subtraction of figures up to 100.	0 12	Reading with understanding a paragraph in Modi from an elementary book, such as the Berar 2nd Book . .	0 10	Writing in Modi a sentence from the reading book slowly dictated	0 10		
III.	The four simple and compound rules either according to the native or English method .	1 0	A paragraph in Modi and Balbodh from an advanced reading book, such as the Berar Third Book, and legibly written Modi papers . . .	1 0	Writing to dictation a sentence of three lines from the reading book slowly dictated . .	1 0		
IV.	Simple proportion, including simple interest.	1 0	A paragraph from a senior book such as the Marathi Fourth Book, or from a newspaper and written papers in Modi . .	1 0	Writing in Modi a letter in small hand of the length of ten lines on a foolscap size paper	1 0	Geographical knowledge of the province of Berar .	1 0

Standards of Examination for Indigenous Hindustani Schools in the Hyderabad Assigned Districts applying for grants-in-aid.

Standards.	Heads.							
	1st—Arithmetic.	Rate of payment.	2nd—Reading.	Rate of payment.	3rd—Writing.	Rate of payment.	4th—General knowledge.	Rate of payment.
		Rs. A.		Rs. A.		Rs. A.		Rs. A.
I.	Naming at sight and writing on the black-board or slate figures up to 100 and answering in the multiplication tables up to 20×10 .	0 6	Reading letters of the alphabet and words of two syllables . .	0 5	Writing on the black-board or slate letters of the alphabet and words of two syllables .	0 5		
II.	Multiplication tables up to 30 ×10; fractional tables of ¼, ½, ¾, and addition of figures up to 100 . .	0 12	Reading with understanding a paragraph from an elementary book, such as *Mufidul Muftadi* . .	0 10	Writing a sentence from the reading book slowly dictated.	0 10		
III.	Fractional tables of 1¼, 1½, 2½, and square table and the four simple rules .	1 0	Reading with understanding a paragraph from such a book as the *Talimul Muftadi* .	1 0	Writing to dictation a sentence of three lines from the reading book slowly dictated .	1 0		
IV.	The four compound rules .	1 0	Reading a paragraph from an advanced book, such as *Akhlaki Hindi* first half and written papers .	1 0	Writing a letter in current hand of the length of ten lines on foolscap size paper.	1 0	Geographical knowledge of the province of Berar .	1 0

To pass in a head, a pupil must obtain one-third of its total marks, which may be taken to be 60.

APPENDIX B.

List of Text-Books used in the several classes of schools in Berar.

Primary Course.

The text-books used in the primary schools are the three Marathi reading books prepared by the Educational Department of Berar, and printed partly in the Deonagri and partly in the Modi characters. They are properly graded as to matter and difficulty of lessons on various subjects, provincial and general, and suited for instruction to the lower classes. A small book on multiplication tables, and one on geography of Berar also prepared by the department. The Marathi books used on arithmetic, reading, grammar, history, and geography, are taken from the Bombay Educational Department.

For Urdu schools the department has prepared a Hindustani primer and a book on the geography of Berar. All the other books are procured from the North-Western Provinces, except translation of Lethbridge's History of India, which is procured from the Punjab. No attempt has been made to produce a well graded series of Urdu reading books. Five years ago a series was commenced in the Punjab, but it is not known what progress has been made.

Middle Course.

Arithmetic . . . . . Colenso.

Algebra . . . . . Do.

Euclid . . . . . Potts.

Vernacular—

Prose . . . Marathi { Bombay 6th Book and Hindustan Kathras; Anek Vidya Multatva Sangraha, and Gadya Ratnamala.

Urdu { Ainai-Israr, Ood Hindi.

Poetry . . . Marathi { Bombay 6th Book, and Navaneet.

Urdu { Majmoo-ae-Sokhan. Dewan Galib.

Grammar . . . Marathi { Dadoba Pandurang's and Godole's Grammars.

Urdu—Kawaidi-Mubtadi.

Classical :—

Sanskrit—Bhandarkar's First and Second Books.

Persian—Prose { Nigardanish. Gulistan.

Poetry { Karima. Bostan.

Grammar { Zawabit Farsi. Chahar Gulzar.

History . . . . . Oke's History of India (Marathi); Lethbridge's Smaller History of India; Smith's Smaller History of England; Royal Brief History of England.

Geography . . . . . Mackay's Outlines.

English (for reading)—Sequel to Royal Reader No. 3; Royal Reader No. 4; Lethbridge's Easy Selections; Lamb's Tales; Pope's Iliad; Lady of the Lake; (for translation into English) Bhashantar Pathmala; and Marathi 3rd and 4th Books.

Grammar—Howard's Rudimentary Grammar; Adam's Grammar; Morell's Analysis of Sentences and Best's Etymology.

The Vernacular, Anglo-vernacular, and classical books mentioned in the above list are well suited and the English are well known.

High School Course.

Arithmetic...		... Colenso and Barnard Smith.
Euclid		... Potts.
Algebra		... Colenso.
Vernacular...	Marathi.	Poetry—Navaneet. Grammar—Dadoba's and Krishna Shastri Godbole's.
	Urdu	Qasaid Zauk. Dr. Forbes' Urdu Grammar.
Classical	Sanskrit.	Reading—Sanskrit 3rd book of Bombay; Panchtantra; Gadya Padyawali, Shakuntala. Grammar—Dr. Keilhorn's Apte's Guide to Sanskrit Composition, and Monier Williams' Manual of Exercises.
	Persian.	Nigardanish; Hatim Tai; Resalah-i-Abdul Wasia, and Dr. Forbes' Persian Grammar.
History		... Smith's England; History of England; Royal Reader Series, and Lethbridge's Larger History of India.
Geography...		... Mackay and Cornwell and Blandford's Physical Geography.
Science		... Natural Science by T. Cooke. Chemistry by S. Cooke.

English (for reading)—Comparion Reader and Hints on the Study of English by Webb and Rowe; Macaulay's Essays; Royal Readers Nos. 5 and 6; Pieces from Cowper and other authors.

For translation into English—Balmitra; Esapniti; Bombay Marathi 4th Book, and Hindusthan Katharas.

Grammar—Adams', Morell's Analysis, and Best's Etymology.

APPENDIX C.

Training College Code.

"The Training College at Akola is maintained with the object of providing the Government schools of Berar with qualified masters and assistant masters.

"2. The college shall consist of two branches: a Marathi branch and a Hindustani branch.

"3. There shall be 60 stipends attached to the Marathi side: 25 of Rs. 7, and 35 of Rs. 6 per mensem.

"There shall be 15 stipends attached to the Hindustani side: six of Rs. 7 and 9 of Rs. 6 per mensem.

"4. The training shall consist of two courses, each of one year's duration, and shall be denominated the preliminary course and the final course. The subjects of study are laid down in the Training College Standards annexed to this Code.

"The 7 Rs. stipends shall be awarded to those who study the final course, and the 6 Rs. stipends to those who study the preliminary course.

"5. Every year in the month of November an entrance examination shall be held simultaneously at Akola, Basim, Buldana, Amraoti, Ellichpur, and Yeotmal. The examination of Marathi candidates shall be held in the 5th of the revised standards for vernacular and Anglo-vernacular schools, published at page 29 of the Berar Marathi School Paper for July 1876. The Hindustani candidates shall be examined in the present 4th Hindustani standard. Questions shall be prepared in the Director's Office and sent under sealed covers to the committees appointed to examine the candidates at the six stations.

"Candidates for the entrance examination must be *bonâ-fide* Natives of Berar, or must have resided in Berar for three consecutive years before the date of the examination. They must be above 17, and below 24 years of age, and free from all bodily infirmities and defects.

"The committees shall open the sealed covers at the time of the examinations, set the questions, collect the papers, and send them at once to the Director of Public Instruction. They shall conduct the *vivâ voce* examination, and send a list of marks to the Director of Public Instruction, with any remarks which they may have to submit.

"After the papers shall have been examined, and the result drawn, the Director shall intimate to the committee the names of the successful candidates, who should then be asked to join the college at once.

"6. Every stipendiary student must pass an agreement on joining the college in form attached.

"7. In the month of April there shall be terminal examinations of the first and second year's students, conducted by the masters of the college. Students failing at this examination will be liable to lose their stipends.

"8. In the month of October or November, both the classes shall be examined by a committee appointed for the purpose, presided over by the Director of Public Instruction. The subjects of examination shall be the same as those laid down in the courses of instruction prescribed for the two classes

"To pass, a student must obtain one-third of the marks under each head and one-fourth under each sub-head.

"Passed students of the second year's classes will receive certificates entitling them to hold apppointments of teachers in the department. They will be divided into two classes. In the first class will be included those who shall have obtained 60 per cent. and more of marks on the whole. The second class will comprise students whose marks will range between 33 and 60 per cent. Students of the first class will be entitled to appointments the emoluments of which amount to Rs. 15 per month, and those of the second class to places of Rs. 10 to 12 per mensem.

"Unpassed students of this class will not be granted certificates, but such of them as may have obtained a tolerably good number of marks may be appointed assistant teachers on salaries not exceeding Rs. 10 per mensem.

"Passed students of the first year's class will also be divided into two classes. Those who shall have obtained 40 per cent. and more of marks will be placed in the first class; they will be granted stipends of Rs. 7 per mensem, and allowed to learn the subjects of the final course. Students of the second class will be appointed teachers on salaries not exceeding Rs. 10 per mensem, but they will not be granted any certificates. Unpassed students of the first year will be liable to dismissal, or may be appointed pupil-teachers if found qualified.

"9. Any stipendiary student who leaves the college without permission or is dismissed will be debarred from Government service in any department throughout Berar. Casual leave, not exceeding five days at a time, may be given to any student by the Principal of the college on sufficient reason being shown. Such leave, however, shall not exceed 15 days during the year. Leave of any other description shall be granted by the Director of Public Instruction only on the recommendation of the Principal.

"If any student absent himself without leave or without showing sufficient reason for his absence, he shall forfeit his stipend for such time as he may remain absent, and if he thus continue absent for two months, he shall be considered to have left the college without permission and be dismissed.

"10. It shall be allowable to admit five free students on each side to the Training College, provided they pass the entrance examination. It shall also be in the power of the Director of Public Instruction to admit to the college and to confer a vacant stipend on any untrained lower class schoolmaster or indigenous schoolmaster whom the Deputy Educational Inspector and the Deputy Commissioner may specially recommend as calculated to derive benefit from the college course."

Form of Agreement to be entered into on admission to Normal School.

AGREEMENT between on the one part, and the Director of Public Instruction, Hyderabad Assigned Districts, on the other part.

I , in consideration of a scholarship awarded me under the rules in force, do hereby agree to remain in the Normal school so long as I may be permitted to remain by the Director of Public Instruction, Hyderabad Assigned Districts, or until I shall pass the required certificate examination, and then to serve in the Educational Department as a master for so long a period as I may have remained in the Normal school; and I Director of Public Instruction, Hyderabad Assigned Districts, do hereby agree on behalf of Government to pay monthly to the said such sums of money as shall be due to him on account of his scholarship or salary as master, provided that nothing in the agreement shall bar my right to withhold any portion of the scholarship or salary of the said during any one or more months, or to dismiss him from the Normal school or from the employ of the Educational Department, should I consider such a step necessary.

Dated

Witness. *Student.*

1

2

Director of Public Instruction,

STANDARDS FOR THE AKOLA TRAINING COLLEGE, MARATHI SIDE.

FIRST YEAR'S OR PRELIMINARY COURSE.

Max. of marks.		
100	*1st head*—*Vulgar and decimal fractions*, compound proportion, and compound interest, mental arithmetic, complete.	
100	*2nd head*—	
	40	(*a*).—*Revision of Modi* Book III and of Balbodh Books IV and V, with understanding.
	10	(*b*).—250 lines of poetry from the Fourth and Fifth Balbodh Books to be repeated by heart.
	20	(*c*).—The whole of Laghu Vyakarna and parsing.
	30	(*d*).—Reading of ordinary Modi papers with fluency.
100	*3rd head*—	
	35	(*a*).—*Writing* to dictation 5 lines from the Balbodh Fifth Book.
	30	(*b*).—Writing a letter on an ordinary subject given by the examiner.
	35	(*c*).—Writing Modi small-hand. Copy to be shown.
100	*4th head*—	
	50	(*a*).—*History of India* as given in Vinayak Kondea Okes' or similar book.
	50	(*b*).—General description of the earth; its shape, land and water, continents, islands, peninsulas, capes, isthmuses, principal mountains, rivers, oceans, principal seas, gulfs, straits countries, and capitals.

Max. of marks.		
100	*5th head*—	
	50	(*a*).—*School System*—Forms, returns, &c., in use in the Department.
	50	(*b*).—Method, principles of art of teaching.

SECOND YEAR'S OR FINAL COURSE.

100	*1st head—Arithmetic* complete with book-keeping.	
100	*2nd head*—	
	40	(*a*).—Book VI, with understanding of the part read.
	15	(*b*).—200 lines of poetry to be repeated by heart.
	30	(*c*).—Advanced parsing with knowledge of syntax.
	15	(*d*).—Knowledge of ordinary metres as occurring in poetry in the Marathi reading books.
50	*3rd head—Writing* a report on a given subject, or an account of an incident or description of a thing in Modi small-hand.	
100	*4th head*—	
	50	(*a*).—*Advanced knowledge* of the History of India, and of Governments of India and England, and general information about the forms of Government.
	50	(*b*).—*General Geography* of the four quarters, with some information about the people of the different countries, their religion, governments, manufactures, and commerce; elements of physical geography; map of India to be drawn.
150	*5th head*—	
	50	(*a*).—*School System*—forms and returns.
	50	(*b*).—Method—art of teaching; written examination.
	50	(*c*).—Oral examination, including teaching a class before the examiners.

HINDUSTANI SIDE.

STANDARD FOR FIRST YEAR'S OR PRELIMINARY COURSE.

100	*1st head.*—Vulgar and decimal fractions, compound proportion and compound interest, and mental arithmetic.	
150	*2nd head*—	
	35	(*a*).—*Vernacular*—Bagh-o-Bahar and Majun-a-Sakhun, Parts I and II, with revision of subjects of the previous standards.
	15	250 lines from the 2nd part to be repeated by heart.
	25	(*b*).—Grammar—Kawaid-i-Urdu, Part III, and parsing.
	25	Reading of ordinary written papers with fluency.
	30	(*c*).—Persian—Int-i-khab-i-Nusr-o-Nuzam, Part II.
	20	(*d*).—Grammar—Amadan Nama.
100	*3rd head*—	
	35	(*a*).—*Writing* to dictation eight lines from Bagh-o-Bahar.
	30	(*b*).—Writing a letter on an ordinary subject given by the examiner.
	35	(*c*).—Penmanship.
100	*4th head*—	
	50	(*a*).—*History* of India to the end of the Mahomedan period as given in the Wakait-i-Hind.
	50	(*b*).—*Geography*—as in Marathi.
100	*5th head*—	
	50	(*a*).—*School System*—Forms, returns, &c., in use in the department.
	50	(*b*).—Method—principles of art of teaching.

Max. of marks.	SECOND YEAR'S COURSE.	
100	*1st head.*—*Arithmetic*, complete, with book-keeping.	
150	*2nd head.*—	
	35	(*a*).—*Vernacular*—Bustan-i-Hikmat (1st half) and Dewan-i-Zauk.
	15	250 lines from Dewan-i-Zauk to be repeated by heart.
	35	(*b*).—Grammar—Kawaid-i-Urdu, Part IV, with advanced knowledge of parsing and syntax.
	15	Knowledge of ordinary metres as occurring in Urdu poetry.
	30	(*c*).—Persian—Akhlak-i-Mahsini.
	20	(*d*).—Grammar—Ushraf-ul-kawanin.
50	*3rd head.*—*Writing* a report or an essay on a given subject.	
100	*4th head.*—	
	50	(*a*).—*History of India*—including British rule as given in the Wakiat-i-Hind as in Marathi, and general knowledge of the form of Government both in England and India.
	50	(*b*).—General knowledge of the four quarters, with some information about the people of different countries, their religion, government, manufactures and commerce; elements of physical geography; map of India to be drawn.
150	*5th head.*—	
	50	(*a*).—*School System*—Forms and returns.
	50	(*b*).—Art of teaching, written examination.
	50	(*c*).—Oral examination, including teaching a class before the examiner.

Besides the above subjects drawing is taught to the students of the college.

APPENDIX D.

Grants-in-aid Rules.

(A).—*For private schools for general education.*

I. The Resident at his discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise to any school in which a good secular education is given through the medium either of English or the vernacular tongue, to males or females, or both, and which is under adequate local management.

II. In respect of any such schools for which application for aid is made, full information must be supplied on the following points:—

Firstly.—The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly.—The proposed average annual expenditure on the school.

Thirdly.—The estimated average number of pupils that will receive instruction, the ages of the pupils, and the average duration of their attendance at the school.

Fourthly.—The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

Fifthly.—The nature and the extent of the course of instruction that will be imparted. The standards and the books to be used in each.

Sixthly.—The number, qualifications, names, and salaries of masters and mistresses, and subjects taught or to be taught by each.

Seventhly.—The nature and amount of aid sought, and the purpose to which it is to be applied.

III. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its accounts and list of establishment and scholars' by any officer appointed by the local administration for the purpose. Such inspection and examination shall have reference to secular instruction only.

IV. The Government will not in any manner interfere with the actual management of a school thus aided; but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not, and it will

withdraw its aid wholly or partially from any school which may be for any considerable period unfavourably reported upon in this respect.

V. In giving grants-in-aid the Government will observe the following general principles:—Grants-in-aid will be given to those schools only (with the exception of female schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

VI. No grant will in any case exceed in amount the sum expended from private sources on secular instruction. Government will always endeavour so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

VII. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught, or are not taught therein.

VIII. When the inhabitants of any town desire to establish a department in connection with any zillah or town school for instruction in any science or language not included in the *curriculum* of study, and subscribe a certain sufficient sum for the establishment of such a department, then a grant not exceeding the sum expended from the above-mentioned source may be bestowed.

IX. Government will also give, on the following conditions, grants-in-aid for the erection of suitable school-houses when they may be required:—

(1) The Director of Public Instruction must declare that there is a necessity for a school building in the locality proposed.

(2) The site, plan, and estimate of the building must be approved of by the Director of Public Instruction.

(3) The amount contributed by the Government shall not exceed, nor in some cases equal, the amount contributed from private sources.

(4) In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by Government being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation, to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

(B.)—*For indigenous schools.*

I. Indigenous schools will, on the application of masters, be registered for grants-in-aid by the Director of Public Instruction on the following conditions:—

Firstly.—That the necessity for an indigenous school in the locality is apparent.

Secondly.—That the school has existed for at least six months before the date of application.

Thirdly.—That it shows an average attendance of at least 12 boys.

Fourthly.—That the master agrees to keep registers of admittance and attendance in accordance to Forms A and B annexed.

II. When a school is once registered, it will be examined by the officers of the Educational Department every year, as far as possible in the same month, and the amount of grant will be determined by the result of such examination.

III. The annexed schedule shows the standards of examination and the rates payable for a boy passing in each standard and head (*vide* Appendix A, page 11).

IV. To gain a proficiency grant a boy must pass in at least two heads of the standard in which he is examined.

V. No payment will be made for a boy who has not attended the school for a period of six months prior to the examination; nor for passing a second time in the same standard, or heads of the standards, in the same or other school.

VI. A capitation grant of eight annas per annum will be paid on the following conditions, on the average attendance of scholars during the preceding year, or, in the case

of a new school, during the preceding six months, provided however that nothing will be allowed for boys less than five or above eighteen years of age :—

(1).—That the registers are properly kept, and the average attendance has been correctly calculated.

(2).—That there is an additional teacher for every 25 boys above 50. In the absence of such teachers the grant will be paid for 50 boys only.

(3).—That the proficiency grant equals at least one-third of the total grant.

VII. In the case of girls' schools, the payments mentioned in Rules III to VI will be doubled.

VIII. Grants will also be made for school buildings, furniture and maps, provided a moiety of the cost is contributed from private sources, and on condition that the buildings, &c., will be made over to Government, when the object for which the grant was made ceases to exist.

IX. On the application of a well-managed indigenous school Government may, if it should think desirable to do so, give aid to it under the Rules (A) applicable to schools for general education.

X. In indigenous schools in which Balbodh is not taught, reading and writing in Modi only is to be accepted.

A.—*Register of admission of Pupils into the Indigenous Schools at* *Taluka,* *Zillah.*

No.	Date of admission.			Name of Pupil.	Age.	Caste.	If previously educated, where and up to what standard of Government or indigenous schools.	Date of leaving.			Standard passed in before leaving.	No. of re-admissions.	Remarks.
	Date.	Month	Year.					Date.	Month.	Year.			

B.—*Register of Daily Attendance of the Indigenous School at* *Taluka,* *Zillah* *for the Month of*

| Register No. | No. in school. | Name. | Fee. | | | | | | | | | | | | |

APPENDIX E.

Instructions issued to Deputy Educational Inspectors regarding their tours and Inspection Work.

" 2. You will observe that for the convenience of schools and of Deputy Educational Inspectors the period of travelling and inspection has been limited to seven instead of eleven months ; but during these seven months I expect constant and systematic moving and better inspection.

" The first and thorough inspection of schools will commence in the month of August, in which the Deputy Inspector will examine all the schools at his sadar station and such of the neighbouring ones as he can conveniently go to, not, however, with the intention of returning the same day. In the beginning of September he should set out on his tour, proceeding in a direction which may appear to be suited for moving just at the close of the rainy season and not return until he has finished half the number of Government, aided, and private schools in his district. If he returns to the sadar station after this amount of work, he is not to stay there for more than four or five days, unless specially required to do so for some particular business.

" The next trip will be in the opposite direction, and in that he will finish the first examination of all his schools.

" 3. Two or three of the Deputy Inspectors in the province may require about four months to get over this work ; others may not require half the time ; but I hope all of them will spend the first four months usefully for the improvement of their schools. The village schoolmasters are generally ill-trained, and the people ignorant and careless, and therefore the Deputy Inspectors have much to do. Dr. Sinclair has laid down at page 3 of the *Berar Educational Record* for February 1870 the points which the Deputy Educational Inspectors are to attend to while inspecting schools. I however found cases in which some of them had been disregarded ; and therefore the masters themselves had become lax. I beg to append a memo. showing in greater detail what they ought to do while inspecting a school or stationed at the village.

" 4 After the first examination of his schools is over, the Deputy Inspector may return to the sadar station if he wishes for a week or so before commencing his second movements, which should be in the order of the first ones. At the second inspection the Deputy need not examine the whole school as before, but see the progress of each class in one or two subjects in which he may have found it deficient at the previous examination, and not the result in the inspection report, which should, however, contain full information as to how far the master had attended to the instructions or suggestions which might have been given to him to remove any defects observed at the first examination, and how far the arrangements which the Deputy Inspector himself might have adopted for securing larger, regular, and punctual attendance, engaging the sympathies of the people, interesting the school committees in their work, ensuring timely payment of fees, purchase of books, &c., were successful. He should not merely point out what is defective or wanting for the well-being and improvement of the school, but take immediate steps to remove the defect or the want and report his proceedings. That which it is not in his power to effect should be referred for the orders of his superiors.

" 5. The Deputy Educational Inspector is not to go to his sadar station for the preparation of the monthly abstracts and returns except when he happens to be near it, and when it would be more convenient for him to go and come back in a day or two than to call up his establishment and records.

" 6. He will not get travelling allowance for the days he may spend at the sadar station."

At the time of the inspection of a school, the Deputy Inspector is reguired to see that the premises are kept clean and the school-house is in good repair, to note down the repairs and alterations to be made at the annual repairs; if the building be not suitable, to take steps to procure a better one or to induce the people to contribute for the construction of a new one. To see that the furniture is taken care of and properly used, that all the prescribed registers are kept and properly filled in, that suitable time-tables are prepared and followed, that the classes are well formed and regularly attended to, that the teachers understand the standards and attend to the instructions for teaching them, that the boys have their class books, and that their progress is according to their standing in the schools, that the masters possess the requisite qualifications and teaching powers, the fees have been collected in time and the receipts marked as directed, the contingent allowance is properly spent and an account of it kept, the school committee takes interest in the school and does its work without undue interference in the management of it, the committee and the masters have exerted to secure an attendance

in proportion to the population of the place, and that the people and the masters have no cause to complain of each other. The result of his examination is to be entered in a statement in the following form and sent to the Deputy Commissioner for transmission to the Director of Public Instruction with his remarks. He is also to record it in the visitors' book for the information of the masters. The inspecting officers are required to distribute prizes at the time of the examination :—

Inspection report.

No. OF FIRST INSPECTION RETURN FOR 188 -8 .

Report on the School at Taluk, District.—Inspected by the Deputy Educational Inspector , on the of 188 .

Date of foundation of School.	Date of last annual examination by the Deputy Inspector.	No. of Boys on the Register.		No. of boys present.	Average attendance during preceding six months.	Standard under which examined.	No. examined under each standard	Number passed.						Remarks on the result of the examination and studies of each class.
		At the last annual examination.	At this examination.					1st head.	2nd head.	3rd head.	4th head.	5th head.	In all heads.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						I.								
						II.								
						III.								
						IV.								
						V.								
						VI.								
						VII.								

General Report on the School.

Premises and buildings.		Remarks by the Deputy Commissioner.
Furniture and maps.		
School registers, records and library books.		
Organization and discipline.		
Pupils, their cleanliness, manners, regularity of attendance, &c.		
Remarks on teaching staff (giving names of teachers, designation, and pay).		
School Committees, the interest taken, and the assistance rendered by it.		
The capability of the place to keep a larger attendance at the school, and the means of securing it.		
Recommendation by the inspecting officer.		

Despatched to the Director of Public Instruction, through the Deputy Commissioner, on the of 188 .

Deputy Educational Inspector,
District.

Hyderabad 20

No. OF 2ND INSPECTION RETURN OF 188 -8 .

Report on the 2nd Inspection of the School at Taluka, District, by the Deputy Inspector on 18 .

Date of last annual examination.	No. OF BOYS ON THE REGISTER.		No. of boys present.	Average attendance during the preceding three months.	No. of classes.	General state of the classes.
	At the annual examination.	At this examination.				

Remarks on the progress of the School and the work of the Teachers since the last annual examination.

Forwarded through the Deputy Commissioner on 18 .

Deputy Educational Inspector,
District.

Remarks of the Deputy Commissioner, if any.

The information for schools examined for grants-in-aid according to the results system is to be submitted in the subjoined form :—

INDIGENOUS SCHOOL.

No. OF INSPECTION REPORT.

Report on the Indigenous School at Taluka, District.—Inspected by the Deputy Educational Inspector District, on

When established.	School building.	Name, antecedents, and qualifications of the master.	Whether trustworthy registers have been kept or not.	No. of boys on the register. Average attendance during the last 12 months.	Rates of fees charged.	No. of pupils examined under each standard.	Standard in which examined.	NUMBER PASSED.					AMOUNT OF GRANT THE MASTER IS ENTITLED TO		Other grant recommended.	Remarks showing the general state of the school, as compared with that of the preceding examination; its wants and suggestions for its improvement.
								1st head-arithmetic.	2nd head-reading.	3rd head-writing	4th head-general knowledge.	In all heads.	For proficiency.	For capitation.		

Submitted through the Deputy Commissioner on

OFFICE OF DEPUTY EDUCATIONAL INSPECTOR,
District.
18 .

Deputy Educational Inspector,
District.

Appointments of School Committees and the Rules for their Guidance.

Rules for the Guidance of Committees.

The committee should visit the school at least once in every month, and, if possible, oftener.

Individual members are invited to visit it as their time may permit.

When the committee assemble they may usefully look to the following points :—

(*a*) Whether the school-house or furniture, &c., require any repair or alteration.

(*b*) Whether the children come to school clean and neat.

(*c*) Whether all are supplied with school text-books.

(*d*) Whether school fees have been paid.

(*e*) Whether the children in the lowest classes receive all the attention they require.

(*f*) Any breaches of discipline brought to their notice by the master and any complaints by the children. The committee should always try to arrange any disputes between masters and parents.

(*g*) Lastly, they should note the parents whose children attend irregularly, and admonish them. They should also do all they can to induce parents who have not yet done so to send their boys to school.

The committee should record what they see and do in a book kept for the purpose, and should always endeavour to *remedy* what they see wrong. When the committee make proposals requiring expenditure, the master should send a copy of their remarks to the Deputy Educational Inspector, who should take the necessary action upon them.

Committees should be encouraged to regard the school as the special institution of the village and their special care, and should feel assured that efforts which they may make to advance its interests will not remain unnoticed by Government.

Appointments of Members of School Committees.

The following instructions regarding the nomination of members for appointments to school committees, the notification of their appointments in the *School Paper*, and the bestowal of encomiums on their work by the Deputy Commissioners, were issued by the Resident in October 1880 :—

"As recommended by the Commissioner and the Director of Public Instruction, the nomination of members for appointment to school committees will, in future, rest with Deputy Commissioners, and the publication of the names of members in *Residency Orders* will be dispensed with.

"The formation and composition of school committees will in future be notified in the *School Paper* under the signature of Deputy Commissioners.

"Deputy Commissioners may supply a stimulus to the exertions of members serving on school committees by occasionally bestowing, through the medium of the same paper, such encomiums on their work as they may have earned, noticing also, when necessity arises for it, the removal or supersession of members who may have been withdrawn from the Committee in the interests of the school."

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